

Homework from Essential Grammar in use book.

UNIT	Essential Grammar	UNIT	Essential Grammar	UNIT	Essential Grammar	UNIT	Essential Grammar
1	1 # all - 2 # all	21	109 # 1/2 - 110 # 1/2	41	Composition 08	61	45 # all
2	9 # all	22	13 # all	42	76 # 1/2	62	32 # 1/5
3	Composition 01	23	14 # all	43	83 # 1/2/3	63	
4	64 # 1/2	24	106 # all Composition 04	44	84 # 1/2	64	
5	85 # 1/2/3	25		45		65	
6	5 # 1/2 - 6 # 1/3 - 7 # 1/4	26	26 # all	46	87 # all - 88 # 1 - 90 # all	66	21 # all
7	94 # 1/2	27		47	89 # all	67	Composition 11
8	103 # 1	28	Composition 05	48	91 # 1/2 - 92 # 1/3	68	
9	Composition 02	29	Composition 06	49		69	
10	10 # 1/2 - 11 # 1/2/5	30	85 # all - 86 # all	50	27 # 2/3/4/5 - 28 # 1/2/3	70	101 # all
11	97 # 2	31	52 # 1/2/4	51	Composition 09	71	Composition 12
12	Composition 03	32	74 # 1/2 - 75 # all	52		72	
13		33		53		73	114 # all - 115 # all -
14	12 # 1/2/3	34	17 # all Composition 07	54	98 # 1/3 - 99 # all	74	19 # all
15	54 # 1/2/3	35	15 # all	55	Composition 10	75	Composition 13
16		36		56		76	Page 250, 251
17		37	60 # all	57	57 # 2/3 - 58 # 2/4	77	
18	3 # all - 4 # all - 6 # 1/2	38	20 # all	58	31 # 1/2	78	100 # all
19		39		59	48 # 1/2/3	79	
20		40		60		80	

COMPOSITION TOPIC

Composition #	Unit	Topic
Composition 01 -	UNIT 3:	Write 10 sentences about you.
Composition 02 -	UNIT 9:	Write about your routine. From the time you wake up until you go to bed.
Composition 03 -	UNIT 12:	Tell me 20 things you did and didn't do one week ago.
Composition 04 -	UNIT 24:	How do I get to your house from Qualify?
Composition 05 -	UNIT 28:	Write 20 sentences using "Going to". Mix aff, neg, int, wh questions
Composition 06 -	UNIT 29:	Describe a famous person and bring a picture.
Composition 07 -	UNIT 34:	Ask me 20 questions using "Have you ever...?"
Composition 08 -	UNIT 41:	Write a recipe. The ingredients and the way you prepare it.
Composition 09 -	UNIT 51:	What do you think you are going to do in the future? Write 10 sentences
Composition 10 -	UNIT 55:	Write 10 things you will do if you win on the lottery?
Composition 11 -	UNIT 67:	Write about your favourite festival in Brazil.
Composition 12 -	UNIT 71:	Help a friend find a "date". Write his/her profile.
Composition 13 -	UNIT 75:	Tell me 15 things you have done and 15 you haven't done recently.

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POCKET BOOK

- **Apollo 13:** It is an exciting movie – and a true story! It is Monday, April 13, 1970 and Apollo 13 is flying to the Moon. Suddenly, something goes wrong. The ship is losing power and oxygen. Will the astronauts walk on the Moon? Will they get home again?
- **Dragonheart:** Young prince Eilon is dying. Only the great dragon can help him! But first the boy has to say, I won't be a cruel king. I'll love my people and be kind to them. But Eilon is cruel, and everybody in the country is afraid. Now the dragon, good Sir Bowen and the peasants have to fight in a great battle between Good and Bad.
- **Kidnapped:** After his parents die, young David Balfour goes to the house of his uncle Ebenezer. But his uncle is a dangerous man. When he puts David on a ship to America, a difficult and dangerous time begins. But who is the stranger on the ship? Can he help David?
- **Johnny English:** Johnny English is a secret Service agent. He often makes very bad mistakes. But now he's got an important job: security for the Queen and her crown. There are problems – a lot of problems. But is Johnny English England's only hope?
- **The lady in the lake:** Detective Philip Marlowe is looking for Derace Kingsley's wife, Crystal. Is she dead or not? Marlowe finds more than one dead body and learns about women, drugs, men in love, and a police cover-up. Who killed the lady in the lake and why?
- **The mysterious island:** There are three men, a boy and a dog in a balloon over the Pacific, but only two men and the boy arrive on a strange island. Mysterious things happen to them there. Are there other people on the island? Where are the other people on the island? Where are the other man and his dog? Will they see their homes again?
- **White fang** White fang is a wolf from the mountains of Canada. His life is a hard but he is happy in his world. Then he is taken to the world of men. There he learns to fight and to kill. White fang knows nothing about love. But one day he meets Scott...
- **The count of monte cristo:** Edmond Dantes is a clever young seaman, but he has enemies who tell lies about him. On the day of his wedding to the beautiful Mercedes. Edmond is thrown into prison. There he meets a man who tells him about some treasure on the islands of Monte Cristo. Will Edmond escape from prison and find the treasure? And Will he see Mercedes again?
- **The climb:** A mysterious stranger has come to the island where Costas lives. Why is the man there and why is he looking at Eagle's Rock? Costas wants to be the first person to climb the dangerous rock. But will the stranger climb first?
- **Dangerous game:** For a number of years, William plays a game with a ghost before he goes to sleep. The ghost is a poltergeist that William calls Poldy. At the beginning William and Poldy play a friendly game every night, but then the game begins to change. It becomes a dangerous game. Who will win?
- **Ghost in the guitar:** Katy and her boyfriend Tom are happy in their band, Steel City. But then Tom gets a new guitar and the trouble begins. Suddenly he can play very well, but he seems to be a different person. Why is he always so angry? When Katy discovers the secret of the guitar she is very afraid. Can she save her boyfriend's life?
- **The interpreter:** Silvia Broome is an interpreter at the UNITED Nations. One night she hears a plan to kill the President of the African state of Matobo. Agent Tobin Keller of the US Secret Service must stop the killers. But is Silvia telling the truth? Is she hiding something from him? Is she more dangerous than the president's other enemies?
- **The three Musketeers:** D'Artagnan wants to be a musketeer. He wants to fight for his king and his country. But the Queen has a problem with the Cardinal, so D'Artagnan and his new friends have to help her. The Cardinal is a very dangerous man. Who will win? Who will lose? And who will die?
- **Robin Hood:** The story of Robin Hood is very famous. Robin Hood robbed rich people and gave the money to the poor people. He loved adventure, and he was the best fighter in England. The greedy Sheriff of Nottingham hated Robin, and the beautiful lady Marian loved him. His most famous adventures are in this book.
- **The picture of Dorian Gray:** An artist paints a picture of his young and handsome Dorian Gray. When he sees it, Dorian makes a wish that changes his life, as he grows older, his face stays young and handsome. But the picture changes. Why can't Dorian show it to anybody? What is its terrible secret?
- **King Arthur and the Knights of the Round Table:** Only the next king can pull the sword out of the stone. Many people try, but they cannot move the sword. Then young Arthur tries, but it comes out easily. Now he will be the king. But will he be a good king? And will his life be happy?



DVD Oxford Oxford First Choice / Smart Choice / Interchange 1

DVD Oxford First Choice

Unit 1 My favourite celebrity
Unit 2 Nice to meet you
Unit 3 Family
Unit 4 Music

Unit 5 Hobbies
Unit 6 Things I can do
Unit 7 What are they doing
Unit 8 My room

Unit 9 My neighborhood
Unit 10 In my fridge
Unit 11 Where I was
Unit 12 My weekend

Smart Choice 1

Unit 1 My favourite word in English
Unit 2 Jobs
Unit 3 Food
Unit 4 Keeping fit

Unit 5 My cell phone
Unit 6 Where were you?
Unit 7 Clothes
Unit 8 My ideal life partner
Unit 9 A good place to visit

Unit 10 My favourite place
Unit 11 My best vacation
Unit 12 Future plans

Smart Choice 2

Unit 1 Last summer
Unit 2 Movies
Unit 3 Something exciting
Unit 4 Geography quiz
Unit 5 My favourite month

Unit 6 Living a healthy lifestyle
Unit 7 What kind of shopper are you?
Unit 8 What's important?
Unit 9 An accident

Unit 10 Animal quiz
Unit 11 What I used to do as a kid
Unit 12 Different places to live

Smart Choice 3

Unit 1 Favourite hobby
Unit 2 TV
Unit 3 Favourite city
Unit 4 What is a friend?
Unit 5 Technology

Unit 6 Favourite story
Unit 7 Changing the way I look
Unit 8 If I won a million dollars
Unit 9 An embarrassing moment
Unit 10 Mysterious things

Unit 11 What I would do differently
Unit 12 Great advice

DVD Interchange 1 (third edition)

1. First day at school
2. I need a changel
3. At a garage sale
4. What kind of movies do you like?
5. A family picnic
6. I like to stay in shape

7. How was your trip to São Francisco?
8. Are you sure it's all right?
9. Help is coming
10. Sorry I'm late
11. Across the golden gate bridge
12. Feeling bad

13. At the state fair
14. Around the world: the game show
15. May I speak to Kathy?
16. A whole new Marty.

Documentaries

1. Jobs
2. What's your favorite kind of music?
3. In a suburban home
4. At the mall of America
5. What is American food

DVD ENGLISH WAY 24 Volumes

VOL 1		
LESSON 1	LESSON 2	LESSON 3
I'm Elena Pronomes pessoais Verb to be	Hello Tempo presente Verbos regulares Nomes de cidades	She comes from Spain Pronomes pessoais Países, nacionalidades e línguas

VOL 2		
LESSON 1	LESSON 2	LESSON 3
Dinner is ready! Pronomes possessivos	Elena is looking for a job Possessive case Dias da semana	How was your day? Pronomes interrogativos Verb to be (neg / inte) Simple present (dont / doesnt)

VOL 3		
LESSON 1	LESSON 2	LESSON 3
I need a black coat Plural de substantivos Artigo THE Artigos A, AN	Is he your boyfriend? Verbos no presente Respostas breves Meses do ano	Holiday plans Presente progressivo Números ordinais datas

VOL 4		
LESSON 1	LESSON 2	LESSON 3
Passport control To have Letras do alfabeto	Is this your bag? Can To want Modo imperativo Pronomes demonstrativos	What does this mean? Could To have to

VOL 5		
LESSON 1	LESSON 2	LESSON 3
I'd like some wine tonight Substantivos contáveis, incontáveis Some, any	Shopping To like Comparativos superlativos	What about me? To need Why / because There is / there are

VOL 6		
LESSON 1	LESSON 2	LESSON 3
Going to the movies Comparativos superlativos	A Headache Adjetivos Substantivos compostos	Who are these girls? Presente progressivo (to be + verb + ing)

VOL 7		
LESSON 1	LESSON 2	LESSON 3
Department store To want will	Booking a hotel As long as Verbos com função de substantivos	Public transport Phrasal verbs

VOL 8		
LESSON 1	LESSON 2	LESSON 3
Which street do I take? Most must	Food and drink Substantivos (informação e gênero)	Welcome back Passado verb to be Passado simples verbos regulares / irregulares

VOL 9		
LESSON 1	LESSON 2	LESSON 3
Alone at home Going to (future) Will Expressões com have	You should try it! Verbos com 2 objetos should	I'm starving Modal verbs (capacidade, permissão, responsabilidade e obrigação)
VOL 10		
LESSON 1	LESSON 2	LESSON 3
I'm moving out Going to / Will Present continuous / simple present Have to in the future	Could you put me through? Past continuous Prepositions	That's fantastic news! Present perfect
VOL 11		
LESSON 1	LESSON 2	LESSON 3
Business Lesson 1 – pleased to meet you (meeting a new client, formal introductions) Lesson 2 – routine tasks (daily work routines)	Health and body care Lesson 1 – which animal are you? (at the doctor's consulting studio) Lesson 2 – kick off is at seven (a football match)	Travel and entertainment Lesson 1 – at the bar (chatting about travelling) Lesson 2 – happy birthday (dates)
VOL 12		
LESSON 1	LESSON 2	LESSON 3
Business Lesson 3 – we need to spice up the day (coffee break at work) Lesson 4 – a pay rise (motivation and job satisfaction)	Health and body care Lesson 3 – we are what we eat (food and well being) Lesson 4 – I'm under a lot of stress (speaking about relationships)	Travel and entertainment Lesson 3 – something sweet (quick snack and take away) Lesson 4 – cheap flights to Australia (online booking)
VOL 13		
LESSON 1	LESSON 2	LESSON 3
Business Lesson 5 – I can find another job (looking for a job) Lesson 6 – I'm calling to arrange a meeting (making an arrangement)	Health and body care Lesson 5 – beautiful hands (at the nail bar) Lesson 6 – Are you having a shower? (in the bathroom)	Travel and entertainment Lesson 5 – What's up tonight? (eating out) Lesson 6 – Free admission (at the museum)
VOL 14		
LESSON 1	LESSON 2	LESSON 3
Business Lesson 7 – the shipment is in transit (checking on an order) Lesson 8 – do you like your job? (speaking about your job)	Health and body care Lesson 7 – It's my favorite pastime! (make-up and hairstyle) Lesson 8 – some Homework (getting over health problems)	Travel and entertainment Lesson 7 – breakfast included (travel offer and package tour) Lesson 8 – a new bar in town (giving directions)
VOL 15		
LESSON 1	LESSON 2	LESSON 3
Business Lesson 9 – warm and happy (handling complaints) Lesson 10 – I'd like to welcome you all (opening a meeting)	Health and body care Lesson 9 – you're a first UNIT athlete! (speaking about rugby) Lesson 10 – I'm running a temperature (medical information leaflets)	Travel and entertainment Lesson 9 – unpredictable weather (the weather) Lesson 10 – how much do you charge per night? (making a reservation)
VOL 16		
LESSON 1	LESSON 2	LESSON 3
Business Lesson 11 – who's speaking please? (answering the phone) Lesson 12 – doctor Fraser is not available (making and taking calls)	Health and body care Lesson 11 – This is a serious concern (resolving conflicts) Lesson 12 – a day ride (cycling)	Travel and entertainment Lesson 11 – on the air with Frankie DJ (getting information about a trip) Lesson 12 – What a luck girl! (visiting a park)

VOL 17		
LESSON 1	LESSON 2	LESSON 3
Business Lesson 13 – hot deals (<i>helpline –online shopping</i>) Lesson 14 – socializing (<i>keeping a conversation going</i>)	Health and body care Lesson 13 – the bathrobe fits perfectly (<i>at the spa</i>) Lesson 14 – I'm a shopping addict (<i>addictive behavior</i>)	Travel and entertainment Lesson 13 – I'm just looking (<i>shopping</i>) Lesson 14 – may I see the receipt? (<i>in a shop – dealing with problems</i>)
VOL 18		
LESSON 1	LESSON 2	LESSON 3
Business Lesson 15 – I will give him the message (<i>telephone – leaving and taking a message</i>) Lesson 16 – I agree (<i>negotiation</i>)	Health and body care Lesson 15 – I'm out of shape (<i>keeping fit</i>) Lesson 16 – Where does it hurt? (<i>aches and pains</i>)	Travel and entertainment Lesson 15 – where do you usually have lunch? (<i>healthy food anywhere</i>) Lesson 16 – I'd like to rent a car (<i>renting a car and booking transport</i>)
VOL 19		
LESSON 1	LESSON 2	LESSON 3
Business Lesson 17 – hang on a second (<i>asking the caller to wait, asking for repetition and clarifying</i>) Lesson 18 – thanks for calling (<i>ending the call</i>)	Health and body care Lesson 17 – dear Emma (<i>clothes and personality</i>) Lesson 18 – Elders and betters (<i>manners and behavior</i>)	Travel and entertainment Lesson 17 – Let's go to the swimming pool (<i>leisure activities</i>) Lesson 18 – Something out of the ordinary. (<i>describing places</i>)
VOL 20		
LESSON 1	LESSON 2	LESSON 3
Business Lesson 19 – A very demanding job (<i>human resources</i>) Lesson 20 – What time are they arriving? (<i>confirming arrangements</i>)	Health and body care Lesson 19 – No way! (<i>refusing suggestions</i>) Lesson 20 – We get on like a house on fire (<i>family relationships</i>)	Travel and entertainment Lesson 19 – The Kangaroo Island (<i>planning a trip</i>) Lesson 20 – A 5 star-hotel (<i>inviting people</i>)
VOL 21		
LESSON 1	LESSON 2	LESSON 3
Business Lesson 21 – This is my treat (<i>after-work socializing</i>) Lesson 22 – A Briefing (<i>discussing a project</i>)	Health and body care Lesson 21 – Have a look at my biceps! (<i>electronic equipment and fitness</i>) Lesson 22 – Expecting a baby (<i>speaking about childhood</i>)	Travel and entertainment Lesson 21 – I booked the deluxe suite (<i>checking-in to a hotel</i>) Lesson 22 – I apologize for the inconvenience (<i>dealing with problems at the hotel</i>)
VOL 22		
LESSON 1	LESSON 2	LESSON 3
Business Lesson 23 – We need the goods urgently (<i>placing an order</i>) Lesson 24 – Thank you for your attention (<i>presentation</i>)	Health and body care Lesson 23 – The perfect diet (<i>nutrition and diet</i>) Lesson 24 – Environmental problems (<i>environment and conservation</i>)	Travel and entertainment Lesson 23 – I hope you enjoyed your stay (<i>checking out of a hotel</i>) Lesson 24 – Do you like reggae? (<i>describing the world: climate, vegetation, industry and population</i>)
VOL 23		
LESSON 1	LESSON 2	LESSON 3
Business Lesson 25 – Thank you for your time (<i>selling on the phone</i>) Lesson 26 – Bad news (<i>writing an internal message</i>)	Health and body care Lesson 25 – Flutter your eyelashes (<i>body language</i>) Lesson 26 – Yoga (<i>health and happiness</i>)	Travel and entertainment Lesson 25 – Phone menu (<i>dealing with recorded information</i>) Lesson 26 – Don't forget your ID (<i>documents and insurance</i>)
VOL 24		
LESSON 1	LESSON 2	LESSON 3
Business Lesson 27 – I'm a very energetic person (<i>job interview and cv</i>) Lesson 28 – Good career prospects (<i>understanding job advertisements</i>)	Health and body care Lesson 27 – Phobias (<i>dreams and nightmares</i>) Lesson 28 – Thermal baths (<i>wellness</i>)	Travel and entertainment Lesson 27 – Departure and take off (<i>at the airport</i>) Lesson 28 – A big celebration (<i>festivals and celebrations</i>)

DVD and Units from English for Life

<u>UNIT</u>	<u>DVD</u>	<u>UNIT</u>	<u>DVD</u>
1-	DVD Oxford First Choice	41-	DVD English Way
2-	DVD English Way	42-	DVD English Way
3-	DVD Interchange	43-	DVD Oxford First Choice – DVD Interchange
4-	DVD Oxford First Choice	44-	DVD English Way
5-	DVD Oxford First Choice	45-	DVD Interchange
6-	DVD English Way	46-	DVD English Way
7-	DVD Interchange	47-	
8-	DVD English Way (2)	48-	DVD Oxford First Choice – DVD English Way
9-	DVD Oxford First Choice	49-	DVD English Way
10-	DVD Oxford First Choice (2)	50-	DVD English Way (2)
11-	DVD Oxford First Choice – DVD English Way	51-	
12-	DVD English Way	52-	
13-	DVD English Way	53-	DVD Oxford First Choice – DVD English Way
14-	DVD Oxford First Choice	54-	
15-	DVD Oxford First Choice (2)	55-	DVD First Choice
16-		56-	DVD English Way (2)
17-	DVD Interchange	57-	DVD English Way
18-	DVD English Way	58-	
19-	DVD Interchange (2)	59-	DVD English Way
20-		60-	
21-		61-	DVD Oxford First Choice
22-	DVD English Way	62-	DVD Oxford First Choice
23-	DVD Oxford First Choice	63-	DVD English Way
24-	DVD English Way	64-	DVD English Way
25-	DVD Oxford First Choice (2) – DVD English Way	65-	
26-	DVD English Way	66-	
27-	DVD Interchange	67-	DVD English Way
28-	DVD Oxford First Choice	68-	
29-	DVD Oxford First Choice (2)	69-	DVD Oxford First Choice
30-	DVD Oxford First Choice – DVD English Way	70-	
31-	DVD Oxford First Choice	71-	
32-	DVD Oxford First Choice – DVD English Way	72-	DVD Oxford First Choice – DVD English Way
33-	DVD Oxford First Choice	73-	DVD English Way
34-	DVD Oxford First Choice – DVD English Way	74-	
35-		75-	
36-		76-	DVD English Way
37-	DVD English Way	77-	DVD English Way
38-	DVD Oxford First Choice	78-	
39-	DVD English Way	79-	
40-	DVD Interchange	80-	DVD English Way

CLASS 0

"Olá! O curso intensivo de 3 meses da Qualify está começando hoje e muitos dos seus alunos já concluíram o curso Fundamental que forneceu para os mesmos um grande conhecimento onde com certeza será muito mais fácil concluir com sucesso essa nova etapa em suas vidas."

Recepção dos alunos no primeiro dia: A aula zero é uma aula de festa para o aluno, é um dia que ele precisa ser bem recepcionado pela recepção, pela parte de vendas e, é claro, pelo seu professor. Vai até a recepção 5 minutos antes de iniciar a aula e aguarde que te anunciem e peçam para os alunos te acompanharem. Já na sala de aula você deverá seguir os seguintes passos. Tente dar todas as informações na primeira parte da aula, dê um intervalo e na segunda parte é a hora deles preencherem os crachás com os nicknames e aprender o alfabeto.

Passo a passo

Apresentação: Já na sala de aula, o professor deve se apresentar, comentando um pouco de sua vida pessoal, como tempo de experiência, vivência no exterior caso tenha. Os alunos se interessam por isso, pois muitos deles procuram o nosso curso por motivo de trabalho.

Apresentação dos alunos: Peça para os alunos se apresentarem, dizerem um pouco de suas vidas, o objetivo ao entrar na escola (profissional, pessoal ou outro). Pergunte ao seu aluno: "Porque você quer falar inglês? Seja breve pois você tem muitas informações para dar."

Aconselhe você a colocar esses tópicos em negrito na lousa pois dessa forma não esquecerá de nada e os alunos também saberão que há várias informações a serem dadas.

Curso: As aulas junto com o professor acontecerão de segunda à quinta com 2 horas de duração ou aos sábados com 4 horas de duração.

Horário da aula: A aula deve começar no horário certo mesmo que tenha somente 1 aluno. Caso não tenha nenhum aluno, o professor deve esperá-los dentro da sala de aula. Um aluno chegando comece sua aula normal, sem espera.

Intervalo: Temos um intervalo de 10 minutos depois de 1 hora de aula, e aos sábados um intervalo de 15 minutos após 2 horas de aula. O intervalo é importante para que os alunos possam relaxar um pouco, mas não passe mais do que 15 minutos, intervalos longos são uns dos motivos de maior reclamação entre os alunos. Ele serve somente para beber uma água e ir ao banheiro, e não para fazer uma refeição. ~~Não deixe jamais de dar intervalo~~, mesmo nos dias de prova e não incentive seus alunos a saírem da escola, não há necessidade, pois temos uma cantina. O professor está proibido de sair da escola na hora do intervalo e de terminar as aulas antes do horário.

Número de alunos em sala de aula: É muito importante informar aos alunos a quantidade mínima dos mesmos em sala para manter o grupo. Normalmente o grupo começa cheio, com aproximadamente 12 alunos e no decorrer do curso, por vários motivos, o número de alunos em sala de aula cai, às vezes até ficando com 4 ou 5 alunos. Para um grupo dar continuidade e ir até o final, ele precisa ter no mínimo 5 alunos, caso contrário, a turma migrará para outra, talvez algumas aulas atrás. Os alunos não serão prejudicados, muito pelo contrário, eles entrarão em uma turma e voltarão algumas unidades, assim os que tiveram falhas, poderão rever o conteúdo dado em sala de aula. Nunca se esqueça de informar aos alunos sobre essa possível migração. Incentive-os a ir para as aulas, assim o grupo permanecerá o mesmo, não havendo a necessidade de unir com outro.

Aulas 100% em inglês: As aulas do intensivo são 100% em inglês

Apresentação dos livros: Mostre que o livro English for Life é composto de 80 unidades. Ele tem uma divisão de Unidades sendo de quatro em quatro, sempre obtendo 1º Vocabulary, 2º Grammar, 3º Skills e 4º English for Everyday Life. As Unidades sempre serão dadas de duas em duas e após 8 unidades uma aula de Correção do livro Essential Grammar in Use. (Nesta hora você deverá mostrar a folha de Homework)

Aulas de correção: As aulas de correção devem acontecer sempre no dia programado. Os alunos precisam ser informados sobre a importância de fazer a lição de casa. Porém as unidades pedidas para os alunos não são corrigidas em sala de aula, no final do livro Grammar in Use nós temos as respostas, então os alunos devem fazer a correção em casa

Provas: Durante o curso os alunos realizam duas provas. Uma na aula 29 (sendo somente escrita de multiple choice) e a outra na aula 58 (sendo multiple choice, listening e speaking). As provas são para os próprios alunos se auto avaliarem. Essas provas devem ser corrigidas pelo professor e mostradas aos alunos no dia seguinte, na aula de Test Feedback. OS ALUNOS NÃO FICAM COM AS PROVAS pois esta é um documento da escola.

Certificado: Ao final do curso eles ganharão um certificado contendo a quantidade de horas realizadas, porém os certificados só serão entregues para os alunos que realizarem todos os testes e tiverem 80% de frequência nas aulas. Caso o aluno não atinja os 80% de frequência e precise do certificado, ele pode fazer a reposição de aula até atingir a porcentagem mínima de 80% e daí então solicitar seu certificado na recepção.

Lista de presença : Como sabemos se o aluno teve 80% de presença? Todos os dias serão passados a lista de presença contendo a data da aula e o nome do aluno. O aluno deverá assina-la diariamente. Caso ele assista aula em outro horário, haverá uma folha específica no final da pasta de cada professor para isso. O professor preenche e pede para o aluno assina-la.

Relaxamento : Para as turmas da tarde e da noite, antes de iniciar a aula o professor deve propor um relaxamento. Podendo ser uma musica calma, clássica ou até alguns dizeres. Esse relaxamento é muito importante, pois muitas vezes os alunos vêm do trabalho e/ou do trânsito e chegaram para a aula estressados. Os alunos que não quiserem fazer o relaxamento poderá esperar do lado de fora e os que chegarem atrasados e o relaxamento já tiver começado deverá esperar lá fora também até o termino. O professora jamais poderá colocar o relaxamento e sair da sala. Incentive seus alunos a ficarem dentro da sala com seu exemplo.

Dedicação: A aula zero tem como objetivo explicar para o aluno a importância de um curso intensivo. A dedicação de cada aluno é fundamental para que haja uma evolução no aprendizado. Nós professores sempre estaremos disponíveis e cheios de vontade de ajudar a cada um, mas precisamos muito que o interesse inicial parta deles, e isso é essencial mostrar nessa aula. Muitos alunos nos questionam sobre a eficácia de aprender mesmo em somente 3 meses. Você pode explicar para ele que o conteúdo gramatical do nosso curso é essencial para ter fluência na língua. Nosso curso equivale a um curso de 2 há 2 anos e meio numa escola na qual ele irá somente 2X por semana. Porém deve-se ressaltar a importância da dedicação de cada um.

O que mais oferecemos ao aluno fora as aulas em sala de aula?

Lab: No Lab os alunos irão praticar mais exercícios no programa Grammar in use nos computadores e das unidades do English for Life. As lições que os alunos irão fazer no computador são as correspondentes do livro. Assim os alunos participam do Lab e ao mesmo tempo fazem os exercícios.

Quali Class: Em sextas-feiras alternadas têm as Atividades extras. Essas atividades extras são chamadas de QUALI CLASS e são preparadas pela Qualify. O professor apresentará uma aula, uma palestra, algo diferente e interessante para os alunos. Essas atividades sempre estão divulgadas por toda a escola, mas nós professores somos os maiores divulgadores. Todas as aulas devemos sempre lembrar aos alunos se na próxima sexta teremos uma QUALI CLASS. O aluno terá que agendar sua presença na recepção. Esse é mais um benefício dado para o aluno, mostre isso a ele. A duração da atividade é de 1 hora. As Quali Classes acontecem no período da manhã, tarde e noite.

Mnemonic: O mnemonic funciona como uma técnica associativa de memorização, onde o aluno associa uma palavra à outra ou a imagens. "Aprender a armazenar as informações por modelos e com associações fortes é um grande passo em direção ao desenvolvimento da nossa capacidade cerebral". Os alunos devem criar semanalmente um mnemonic com uma palavra que julga importante. Ex: SHOE = SAPATO / O meu sapato tem shoeê.

BALD = CARECA / Vi um careca com um balde na cabeça.

Claps: Outra técnica motivacional que é utilizada é o CLAP. No curso nosso aluno não recebe apenas notas A,B,C,D,E ou 1, 2, ..., 10, ele recebe também APLAUSOS de acordo com seu desempenho. O aluno pode receber aplausos em varias situações:

- Sua Presença: Chegando na hora certa o aluno recebe 1 aplauso, chegando atrasado ele não recebe.
- Sua Participação: De acordo com sua participação na aula, nos jogos e nos projetos, o aluno vai ganhando aplausos.

Com 150 aplausos, os alunos "compram" um livro de leitura. Temos vários títulos de livros. Eles levam os 150 claps na recepção, escolhem o livro que querem e aguardam sua chegada. Eles podem usar esse livro para sua apresentação no final do curso.

CLAPS	
Primeiro dia de aula	20
Crachá mais elaborado	5
Uso diário do crachá	1
Pontualidade	1
Homework	1
Composition	5
Mnemonics semanal	1
Atividades em sala (jogos, participação,	1
Aulas extras (a cada 30 min)	1

Presentation: A apresentação final deve começar a ser escolhida e preparada após o Primeiro Teste. Eles terão entre 5 e 10 minutos para apresentar algo para seus colegas, professor e eventuais convidados. Você professor pode usar uns minutos de aulas de correção para ajuda-los a pensar num tema. Eles podem usar o professor de reforço para eventuais ajuda e como uma eventual "cobaia" para uma apresentação.

Carta Welcome A carta de welcome deve ser entregue para o aluno somente depois de ter falado tudo o que está descrito anteriormente. Na carta de welcome nós fazemos uma breve parabenização por o aluno ter iniciado um investimento pessoal. Também temos os principais contatos da escola como o email da coordenadora da escola, gerência geral, a parte de vendas e os diretores da escola. Contamos também com a descrição das atividades que a escola oferece e como encontrar esse benefício, a contagem dos claps. E como funciona o esquema da garantia vitalícia.

Crachá Junto com a carta de welcome o aluno receberá um crachá. Esse crachá servirá para identificar o aluno com seu novo nome, e ele deve usá-lo durante todo o curso. Como assim novo nome? Cada aluno de agora em diante em sala de aula não será mais chamado pelo seu verdadeiro nome. Será criado um novo nome. Esse novo nome deve ter algo relacionado com o aluno e deve ser preferencialmente de um artista internacionalmente famoso. A escolha do apelido para cada aluno depende muito de como o professor queira fazer. Você pode fazer com que cada um escolha o seu próprio nome baseando-se no ator ou atriz ou cantor ou cantora que gosta. Você pode dividir a sala em dois grupos (homens e mulheres, ou simplesmente aleatoriamente) para que possam escolher uns os apelidos dos outros se baseando na fisionomia de cada um. O importante é que cada um ao final da aula já tenha o seu nickname escolhido. O crachá tem duas funções: A primeira é de descontração, pois em sala de aula não haverá mais o advogado, o engenheiro, o empresário, serão todos celebridades e assim o clima de sala de aula fica mais divertido. A segunda função é psico-pedagógica, o crachá cria o que chamamos de alter-ego, ou seja, uma segunda personalidade.

Ao cometer um erro em inglês, é comum nosso subconsciente nos reprimir, pois geralmente somos muito exigentes conosco e não aceitamos nossos erros. Já o aluno representando o papel de um personagem, o problema em errar é diminuído, pois quem errou foi o personagem e não o aluno em si. Assim acabamos "enganando" nosso subconsciente para que não sejam criados bloqueios no processo de aprender a nova língua.

Alphabet

Write the Alphabet from A to Z on the board. Ask them to repeat after you. Do it twice or three times.

Spell your name or nickname and ask them to spell theirs. Teach them the Alphabet Song, Ask them to sing with you some times. Later you are going to sing "Atirei o pau no gato" em ritmo de ABC. (Ask help if you don't know how to do it.)

Separate them into groups and tell them that they are going to have some minutes to prepare another song in the same way. Monitor. Help them to think. As soon as everybody finishes they present for their friends in front of the class.

Alphabet

Aei Bbi Cci Ddi Eei Ffi Ggji Hhitch Iai Jjei Kkei Llei Mém Nén O ou

Ppi Qqulu Rár Sés Tti Ulu Vvi Wdábliu Xéks Yual Zzi

Song

ABCDEF G, HIJK, LMNOP, QRS, TUV, WX, Y AND Z

ABCDEF G That's the alphabet for me.

Atirei o pau no gato.

ABCDEF G GG, HIJ K K, LMNOP PP (ELAMENOUPI PIPI), Q R S SS, T U V WW, WX, WX

Y AND Z Z Z

Parabéns pra você.

ABCDEF G, HIJ K, LMNOP (ELAMENOUPI), Q R S, T U V, W X, Y AND Z.

Jesus Cristo do Roberto Carlos

ABC, ABC, ABC Diili EFG, HIJ, HIJ, HIJ KLMNOP (ELAMENOUPI), Q R S, T U V, W X, Y AND Z.

Anote aqui varias ideias para ajuda-los:

CONTENT: Introduce people and name nationalities		MATERIAL: English for Life, CD 1, maps of the world, flash cards, DVD Oxford	Class 01	UNIT 1
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • WRITE A: <i>Hi! How are you?</i> B: <i>I'm fine thanks, and you?</i> A: <i>I'm fine thanks. I'm (name) Nice to meet you.</i> B: <i>I'm (name) Nice to meet you too.</i> • Tell students to stand-up and move-around, having a conversation to different people. 			
1	<ul style="list-style-type: none"> • PRE LISTENING ORAL QUESTIONS <i>Who can you see? Where are they?</i> • PLAY LISTENING 1.1 (CD 1 track 2) Ask students to underline new vocabulary. Write them on the board. Explain them. • POS LISTENING ORAL QUESTIONS <i>Does Michael know Zofia? Elicit: No, he doesn't. Where is Zofia From? Elicit: She is from Poland.</i> <i>Is Michael Married? Elicit: Yes, he is. Is he in Krakow? Elicit: No, he isn't.</i> <i>Does Michael know Krakow? Elicit: Yes, he does. When was he in Krakow? Elicit: He was there last year.</i> • VOCABULARY: Teach new words: co-workers, classmates, roommates. Are they co-workers? Are they classmates? Are they roommates? • Put students in pairs to practice the conversation • LANGUAGE NOTE: <i>Whereabouts</i> • ANSWERS: Michael is from Canada and Zofia is from Poland. 			
2	<ul style="list-style-type: none"> • PLAY LISTENING 1.2 (CD 1 track 3) - audio script at the end of the book. • ANSWERS: 1- B 2- A 3- C 			
3	<ul style="list-style-type: none"> • ASK: <i>How do you spell your nickname?</i> • FLASH CARDS: Each student has to spell a word and the others have to write. 			
4	<ul style="list-style-type: none"> • ASK: <i>What's your nationality? Elicit: Brazilian.</i> • PLAY LISTENING 1.3 (CD 1 track 4) • ANSWERS: China, Brazil, Ireland, Greece, Russia, the USA, France, Egypt, Japan, Spain. 			
5	<ul style="list-style-type: none"> • WRITE: <i>Susan: Hello, My name is Susan. I am from the USA. Her name is Susan. She is American.</i> • PLAY LISTENING 1.4 (CD 1 track 5) - Audio Sript 1 Hello. I'm Felipe. I'm from Brazil. His name's Felipe. He's Brazilian. 2 Hello. I'm Effie. I'm from Greece. Her name's Effie. She's Greek. 3 Hello. I'm Akira. I'm from Japan. His name's Akira. He's Japanese. 4 Hello. I'm Kate. I'm from the USA. Her name's Kate. She's American. 5 Hello. I'm Ahmed. I'm from Egypt. His name's Ahmed. He's Egyptian. 6 Hello. I'm Olga. I'm from Russia. Her name's Olga. She's Russian. 			
6	<ul style="list-style-type: none"> • ASK: <i>What's your name? Where are you from?</i> • Put students in pairs to practice the conversation 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • FLASH CARDS: Put the students in pairs. Give each pair a map of the world showing the different countries. • SAY: Find a country beginning with H (example) Some suggestions: Australia, Brazil, Canada, Denmark, Ecuador, France, Greece, Hungary, India, Japan, Kenya, Libya, México, Nepal, Oman, Paraguay, Qatar, Russia, Spain, Thailand, Uruguay, Vietnam, Wales. (no countries begin with the letter X). • DVD OXFORD: Play the DVD OXFORD (OXFORD FIRST CHOICE unit 2 - nice to meet you). With no subtitle pause after each person and ask student what they understood. Play again with subtitle. 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: new and Old Edition (UNIT 1, 2) 			

CONTENT: Ask about and give personal information		MATERIAL: English for Life, CD 1, flash cards, DVD English way VOL 1	Class 01	UNIT 2
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> Divide students into two teams. Give to each team a package. Inside this package, there are names of countries and nationalities. They have to set them up. The first team to finish is the winner. After they finish, tell them to say in loud voice the countries and nationalities. Reward them with claps. 			
1	<ul style="list-style-type: none"> PRE LISTENING ORAL QUESTIONS <i>Where are they? Who are they? What are they doing?</i> TEACH: New vocabulary: Questionnaire ASK: What sort of information the questionnaire might ask for? WRITE: Where (am / is / are) you from? ASK: Which is the correct word? Put students in pairs to choose the correct words to complete each question. Explain when we use were / was. PLAY LISTENING 2.1 (CD 1 track 6) ANSWERS: 1- are, 2- 's, 3- are, 4- is, 5- were, 6- have, 7- have, 8- do, 9- do, 10- do. 			
2	<ul style="list-style-type: none"> GRAMMAR TABLE On the board draw 3 columns. In each one, write verb to be, have got and do / does. Then elicit an affirmative sentence with verb to be, have got and do / does. Tell students to change the sentence into negative and interrogative. Write them. ASK: Where are you from, (name of a student)? 			
3	<ul style="list-style-type: none"> PLAY LISTENING 2.2 (CD 1 track 7) - Audio Script 1 You're a student. Are you a student? 2 You've got two children. Have you got two children? 3 You work here. Do you work here? 4 You're from Canada. Are you from Canada? 5 You like sport. Do you like sport? 6 You've got a house. Have you got a house? 			
4	<ul style="list-style-type: none"> Look at the questions in the questionnaire in exercise 1. Ask students to read the questions and write answer about themselves. Put students in pairs and tell them to use the questions to ask about their life. 			
5	<ul style="list-style-type: none"> WRITE: Where ____ you from? ASK: What's his? ELICIT: Are. Repeat with Where ____ he from? Tell students to rewrite each of the questions in the questionnaire using he or she Put students with a new partner to ask and answer questions about their first partner. ANSWERS: 1- Where is he/she from? 2- What's his/her last name? 3- Is he/she married? 4- When is he/her birthday? 5- Where was he/she born? 6- Has he/she got any brothers and sisters? 7- Does he/she live near here? 8- What does he/she do? 9- What does he/she do in his/her free time? 			
6	<ul style="list-style-type: none"> A student reads the text. ASK: What's her name? Where is she from? Tell students to rewrite the text using information about themselves. Put students in pairs to read each other's work and check spelling and pronunciation. 			
PRONUN	<ul style="list-style-type: none"> Game phonetic symbols. Put students in pairs and give to each pair a package. They have to match the symbol and the word. ANSWERS: 1- look, 2- know, 3- week, 4- man, 5- your, 6- eight. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> DVD ENGLISH WAY 1 (LESSON 1,2,3): Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle. 			
HOMEWORK	<ul style="list-style-type: none"> Grammar book: New Edition (UNIT 9), Old Edition (UNIT 10). 			

CONTENT: Give information about myself		MATERIAL: English for Life, CD 1, flash cards,	Class 02	UNIT 3
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Give one picture to each student. The picture is a famous place in a country. • ASK: <i>Where are you from?</i> ELICIT <i>I'm from (name of a country).</i> 			
1	<p>PRE LISTENING QUESTIONS</p> <p><i>Where are the people?</i></p> <ul style="list-style-type: none"> - Who are they? - What are they doing? - Who is working? <ul style="list-style-type: none"> • ASK: What information do you have to give when you register at a school? • PLAY LISTENING 3.1 (CD 1 track 10) - audio script at the end of the book • WRITE: <i>She's Turkish / Egyptian.</i> Tell students to choose the correct answer. • Play the audio again for students to complete the exercise. • ANSWERS: 1- Turkish, 2- Chemist, 3- Married, 4- Has, 5- London, 6- Mobile. 			
2	<ul style="list-style-type: none"> • ASK: <i>What is the question if I want to know your title?</i> Do this with all the topics on the table. • Tell them to complete the table with the information from exercise 1. Play the audio again. • ANSWERS: First name: Meryem. Surname: Yilmaz. Date of birth: 02/06/80. Nationality: Turkish. Occupation: chemist. No. of dependants: 2. House number: 22. Street: Gleeson Road. City/Town: London. Postcode: NW19-7GH. Tel. no: Mobile: 07784-593162. Email address: <u>meryem.yilmaz@abc.com</u> 			
3	<ul style="list-style-type: none"> • Put students in pairs to match the official terms with the questions. • LANGUAGE NOTE. Give more examples using students' birthday. <i>What's your date of birth?</i> • ANSWERS: 1- f, 2- a, 3- h, 4- c, 5- e, 6- g, 7- b, 8- d. 			
4	<ul style="list-style-type: none"> • Put students in pairs to interview each other. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> • TEACH how to say the address. Underscore (<u> </u>), hyphen (-), at (@), dot (.) • Tell one student to say his / her email the others have to write. Repeat it with everybody. 			
Homework	<ul style="list-style-type: none"> • Composition 01: Write 10 sentences about you. 			

CONTENT: Complete a form and ask how people are and what they're doing

MATERIAL: English for Life, CD1, DVD Oxford

Class 02

UNIT 4

STEPS	ATIVIDADE
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Where are they? What is the man doing? What is the man holding? - Who do you think the girl in the photo is? • PLAY LISTENING 4.1 (CD 1 track 11) <ul style="list-style-type: none"> - Underline new vocabulary • POS LISTENING QUESTIONS PICTURE 1 <ul style="list-style-type: none"> - What is the girl's first name? Is she a computer engineer? Has she got a boyfriend? - What's her boyfriend's name? Where is he from? What's his job? Where does he live? • POS LISTENING QUESTIONS PICTURE 2 <ul style="list-style-type: none"> - What's the man's name? Where is he from? Does he live in the USA? - What sort of company does he work for? Where is his girlfriend from? - What's her name? What does she do? • POS LISTENING QUESTIONS PICTURE 3 <ul style="list-style-type: none"> - Who is the woman? Is she married? Where does she work? What's her husband's name? - What's her daughter's name? How old is Melanie? How old is her son? What's his name?
2	<ul style="list-style-type: none"> • Focus on the table. • ASK: What's her name? What's her nationality? What does she do? • In pairs students complete the columns. • ANSWERS: Lucy Patterson: British, personal assistant. Jordan Morris: Australian, computer engineer. Peter Columbo: American works for a magazine company. Sarah Chen: Singaporean, student. Cindy Gaskel: British, owns / works in an Internet café. Ryan Gaskell: Irish, owns / works in an internet.café
3	<ul style="list-style-type: none"> • Explain genitive case • ASK: Who is Ryan and Cindy's son? In pairs students complete the table. • ANSWERS: 1- Russell. 2- Lucy. 3- Cindy. 4- Peter. 5- Melanie. 6- Cindy and Ryan
4	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Where is Peter? Who is he with? • PLAY LISTENING 4.2 (CD 1 track 12) <ul style="list-style-type: none"> - Underline new vocabulary • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Why is Peter busy? • In pairs answer the questions. • ANSWERS: 1- His company / He is moving to new offices this week. 2- in Manchester. 3- Melanie. 4- He's travelling round the world.
5 / 6	<ul style="list-style-type: none"> • Point to the gap and ask students to supply the missing word. • Focus on everyday expressions. Complete and underline them in the text. • Drill each expression as a class. • In pairs, practice the conversation. • ANSWERS EX 5: are, you, 's, away
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • In pairs, students describe their own family to their partner • DVD OXFORD: OXFORD FIRST CHOICE UNIT 7 WHAT ARE YOU DOING. Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle.
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition and Old Edition (UNIT 64 # 1/2).

CONTENT: To name and describe different jobs		MATERIAL: English for Life, CD 1, flash cards, DVD Oxford	Class 03	UNIT 5
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Find the lie: Tell them to write five pieces of information about themselves. Two of these bits of information must be false, and three must be true. Nominate one student to start. Tell the student to stand up and to hold his / her piece of paper in front of the class. The student should say sentence by sentence and the others must guess which statements are false. 			
1	<ul style="list-style-type: none"> • PLAY LISTENING 5.1 (CD 1 track 13) (to hairdresser). • Drill each item as a class. Repeat with places and verbs • FLASH CARDS: <i>Where does an artist work?</i> Elicit: <i>a Studio</i>. Repeat with different pictures. 			
2	<ul style="list-style-type: none"> • In pairs students think of two or more people, places, and verbs to add to the diagram. • LANGUAGE NOTE: Ask if they know any more jobs that can be made by adding -er to a verb. • Examples: <i>painter, writer, manager, dancer, Office worker</i>. 			
3	<ul style="list-style-type: none"> • Put students in pairs to write two examples of people who do each verb. Ask students to call out their ideas. • POSSIBLE ANSWERS: Wear a uniform: police officer, flight attendants. Do shift work: police officers, taxi drivers. Work outdoors: gardeners, postman. Repair things: mechanic, plumbers. Look after people: nurses, care assistants. Use a computer: teachers, computer programmers. 			
4	<ul style="list-style-type: none"> • Put students in pairs to write three sentences about the other pictures. Go through the answers as a class • POSSIBLE ANSWERS: 1- she is a nurse. She works in a hospital / children's home / old people's home. She looks after people. 2- He's a hairdresser. He works in a salon. He cuts hairs. 3- She's a flight attendant. She wears a uniform. She looks after people. 4- He's a gardener. He works outdoors / in a garden / in a park. He does the gardening / looks after gardens / plants. 			
5	<ul style="list-style-type: none"> • Give to each student a flash card about jobs. One by one, students have to describe the job saying the place where this professions acts, activities, uniforms, etc. The others have to find out the profession. 			
6	<ul style="list-style-type: none"> • Tell them to make notes about their jobs / studies. Ask questions about students' job. • Example: <i>What do you do? Where do you work?</i> • Put students in pairs to tell each other about their friends / family. Monitor. 			
Resource Activity	<ul style="list-style-type: none"> • DVD OXFORD: SMART CHOICE 1 UNIT 5 JOBS. Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle. 			

Unit 2

CONTENT: To talk and ask about people's working lives.		MATERIAL: English for Life, CD-1, flash cards, DVD ENGLISH WAY vol 2	Class 03	UNIT 6
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <i>Who can you see? What are they doing? What's Russell thinking?</i> • PLAY LISTENING 6.1 (CD 1 track 14) • POS LISTENING QUESTIONS <i>Who is Russell talking about? How often does Lucy go to the café? Who lives in Brent Street?</i> • PRACTISE THE CONVERSATION • ANSWERS: Russell is talking about Lucy. 			
2	<ul style="list-style-type: none"> • GRAMMAR TABLE • Ask questions about the text in exercise 1. • Example: <i>Does Lucy go to the café every day? Does Lucy work for a magazine company?</i> • Ask students about themselves and their classmates. • Example: <i>Where do you work (name of a student)? Where does she (name of a student) work?</i> 			
3	<ul style="list-style-type: none"> • Ask students to supply the correct form of the verb. • Tell students to write eight sentences about Jordan's life, and then put them in pairs to compare their answers. • Remind students that verbs ending in -sh (finish) add -es in the third person. • ANSWERS: 1- He lives in Park Road. 2- He works for a computer company. 3- He repairs computers. 4- He drives a van. 5- He starts work at nine o'clock. 7- He often goes to the coffee shop. 8- He meets his friends there. 			
4	<ul style="list-style-type: none"> • Tell students to change the sentence in the negative. • PLAY LISTENING 6.2 (CD 1 track 15) - Audio Script <div style="display: flex; justify-content: space-between;"> <div> <p>1 I live near the station. I don't live near the station.</p> <p>3 They wear a uniform. They don't wear a uniform.</p> <p>5 You work at weekends. You don't work at weekends.</p> </div> <div> <p>2 He finishes work at six. He doesn't finish work at six.</p> <p>4 We drive to work. We don't drive to work.</p> <p>6 She uses a computer. She doesn't use a computer.</p> </div> </div>			
5	<ul style="list-style-type: none"> • Ask students to read the text and write the correct form of the verb in brackets. • Put students in pairs to compare their work, nominate different students to read one sentence from the text. • ANSWERS: 1- Work. 2- Work. 3- Works. 4- Doesn't work. 5- Finish. 6- Get. 7- Don't take. 9- Go. 10- Finishes. 11- Have. 12- Drive. 13- Watches. 14- Goes. 			
6	<ul style="list-style-type: none"> • With flash cards, show students a sentence. Tell students it's a question but something is missing. • Call out one student to ask this question to a classmate. Do it with all the questions with different students. • ANSWERS: 1- Where do you work? 2- Do you work at night? 3- What does your husband do? 4- Does he work at night, too? 5- What time do you finish work? 6- What do you do during the day? 7- What time does Dave finish work? 8- What do you do in the evening? 			
7	<ul style="list-style-type: none"> • Ask students to write a paragraph about their daily life, using some of the verbs. • Put students in pairs. Tell them to swap their work and read about their partner. Nominate individual students to answer questions about their partner. 			
RESOURCE ACTIVITY	DVD ENGLISH WAY VOL 2 LESSON 3 (HOW WAS YOUR DAY?). Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle.			
HOMEWORK	• Grammar book New Edition (5#1/2, 6#1/3, 7#1/4) and Old Edition (UNIT 6, 7, 8).			

CONTENT: To ask about and describe someone's job		MATERIAL: English for Life, CD 1, flash cards.	Class 04	UNIT 7
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> In pairs give to the students many cards with activities. Tell them that they must have a conversation in simple present making questions with do/does to each other, using frequency and time 			
1	<ul style="list-style-type: none"> PRE LISTENING QUESTIONS <ul style="list-style-type: none"> <i>In your opinion what's his name? How old is he? Where does he live?</i> PLAY LISTENING 7.1 (CD 1 track 16) Underline new vocabulary. ANSWERS: He works on an oil rig. Yes, he does. (Likes his job) SAY: He lives in Norway. 			
2	<ul style="list-style-type: none"> ASK: Is this sentence true or false? Tell students to complete the exercise in pairs. After correction, tell students to make the correction of false sentences (2, 3, 6 and 7) ANSWERS: 1- T. 2- F. 3- F. 4- T. 5- T. 6- F. 7- F. 8- T ANSWERS: 2- he goes home every two weeks. 3- He works on the day and night shifts. 6- They are all sorts of works. 7- Arne works on a farm when he's at home. 			
3	<ul style="list-style-type: none"> Put students in pairs to complete the exercise. LANGUAGE NOTE (ADVERBS OF FREQUENCY). DRILL word each ANSWERS: Any three of the following: sleeps a lot, goes to the gym, plays table tennis, goes to the cinema. Any of the three following: cleaners, engineers, plumbers, chefs, secretaries, computer engineers, nurses, painters. Any two of the following: works on the farm, goes fishing, goes skiing. The money is good and he enjoys the time at home. He sometimes gets seasick. He can't sleep when he changes from day to night shift. 			
4	<ul style="list-style-type: none"> Ask them to underline all the adverbs of frequency in the text. Tell students to use each adverb to make sentences about their lives. 			
5	<ul style="list-style-type: none"> Put students in pairs and tell them they are going to interview each other. Tell them to write four questions to ask his / her partner about his / her life and his / her job 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> Nominate one student to read the text. Check pronunciation. Ask questions to check comprehension. <ul style="list-style-type: none"> <i>What are normal working hours in Britain?</i> <i>Why do some people work outside these hours?</i> <i>What does 24/7 mean?</i> Ask students questions about normal working hours in Brazil. <ul style="list-style-type: none"> <i>What are the normal working hours in Brazil?</i> <i>Are any shops open 24/7 in Brazil?</i> <i>Which ones?</i> 			
HOMEWORK	<ul style="list-style-type: none"> Grammar book: New Edition (5# 4/5, 94# 1/2) and Old Edition (UNIT 6, 94) 			

CONTENT: To make appointments.		MATERIAL: English for Life, CD 1, ordinal numbers list, English Way VOL 3 and 10.	Class 04	UNIT 8
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> Give each student a list with ordinal number. ASK: <i>When is your birthday? It's in (month).</i> Go through the list of dates. Elicit: each ordinal number. Nominate individual students to say the dates. ANSWERS: 1- the first of May / May the first. 2- the sixteenth of November / November the sixteenth. / 3- the twelfth of April. / April the twelfth. 4- the twenty second of October / October the twenty second. 5- the thirtieth of March / March the thirtieth. 6- the fourth of July / July the fourth. 7- the third of January / January the third. 8- the tenth of December / December the tenth. 9- the thirty first of February / February the thirty first. 			
2	<ul style="list-style-type: none"> PRE LISTENING QUESTIONS <i>Where is she? What does she do? What is she doing?</i> PLAY LISTENING 8.1 (CD 1 track 17) WRITE: <i>I've got an appointment _____ 1 June. Point to the gap. ASK: in, on or at?</i> Play the audio again. Tell students to complete the gaps with <i>in, on or at</i>. Nominate two students to read out the text. Practice the conversation. ANSWERS: 1- on. 2- at. 3- on. 4- in. 5- at. 6- at. 7- at. 8- on. 			
3	<ul style="list-style-type: none"> EXPLAIN IN ON, AT. Ask questions to elicit time expressions. <i>When does this lesson finish? When do you watch TV? When is your mother's birthday?</i> PLAY LISTENING 8.2 (CD 1 track 18) - Audio Script 1 When's your interview? (Friday) It's on Friday. 2 When's your appointment? (The seventh of June) It's on the seventh of June 3 When's your holiday? (August) It's in August. 4 When's your test? (Afternoon) It's in the afternoon. 5 When's your appointment at the doctor's? (Half past two) It's at half past two. 6 When's your meeting? (Wednesday morning) It's on Wednesday morning 			
4	<ul style="list-style-type: none"> Everyday expressions. Ask students to complete the expressions. Drill each expression as a class. ANSWERS: <i>is, can't, make, come, is.</i> 			
5	<ul style="list-style-type: none"> ASK ABOUT THE CONVERSATION <i>When was Mrs Henderson's old appointment? What time was the old appointment?</i> PLAY LISTENING 8.3 (CD 1 track 19) twice. Go through the answers together. Audio script at the end of the book. Put students in pairs. Ask them to make a new conversation using the information in the table ANSWERS: 1- old appointment: 30 March, 3:20. New appointment: 8 April, 3:40. 2- old appointment: 27 January, 11:50. New appointment: 9 February, 10:20 			
PRONUN	<ul style="list-style-type: none"> ASK <i>Which is the stressed syllable? Elicit: the first syllable. Repeat with July and Afternoon.</i> In pairs tell students to listen and mark the stress. PLAY LISTENING 8.4 (CD 1 track 20) twice. ANSWERS: <u>Monday</u>, <u>July</u>, <u>afternoon</u>, <u>November</u>, <u>birthday</u>, <u>electrician</u>, <u>appointment</u>, <u>evening</u>, <u>Wednesday</u>, <u>April</u>, <u>receptionist</u>, <u>engineer</u>, <u>eleven</u>, <u>interview</u>. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> DVD ENGLISH WAY VOL 3: LESSON 3 HOLIDAY PLANS. Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle. DVD ENGLISH WAY VOL 10: LESSON 2 COULD YOU PUT ME THROUGH? Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle. 			
HOMEWORK	<ul style="list-style-type: none"> Grammar book: New Edition (103# 1/3) and Old Edition (UNIT 97). 			

CONTENT: Correction	MATERIAL: Grammar in use, EFL book. Sentences in Portuguese	Class 05	Grammar Correction
STEPS	ATIVIDADE		
GRAMMAR IN USE	<ul style="list-style-type: none"> • Give them a clap. • Remember that this class is to solve doubts only. They must have done the Units at home. Ask them to open in the UNIT and tell you if they had any doubts or difficulties. Follow the Units in the order below. • Grammar Book: 1, 2, 9, 64# 1/2, 65# 1/2/3, 5# 1/2, 6# 1/3, 7# 1/4, 94# 1/2, 103# 1 • Composition 01. Write 10 sentences about you. Give them the composition corrected back. 		
EFL REVIEW ANSWERS	<ul style="list-style-type: none"> • Book page 83. Do it one by one. <ul style="list-style-type: none"> ✓ Vocabulary: Students do it and then you can correct. ✓ Grammar: Students do it and then you can correct. ✓ Skills: Students do it and then you can correct. ✓ English for Everyday Life: Students do it and then you can correct. <p>REVIEW ANSWERS 1/8</p> <p>1 1 name's 2 Pleased 3 Where 4 from 5 Japan 6 in 7 know 8 there</p> <p>3 1 d 2 a 3 c 4 b</p> <p>4 a 1 Where were you born? 2 What's your name? 3 Do you Live in London? 4 Have you got a brother? 5 Are you single?</p> <p>5 a 1 Live 2 work 3 likes 4 's got 5 start b 1 I don't live near the school. 2 They don't work in a factory. 3 She doesn't Like him. 4 He hasn't got two sisters. 5 We don't usually start work at 9 a.m.</p> <p>6 a 1 Mr 2 Omar 3 Hamed 4 Egyptian 5 engineer 6 married 7 three</p> <p>7 1 Bdgitta is from Hungary. 2 ok 3 She works in the evening. 4 ok 5 She has one day off a week.</p> <p>8 1 are 2 at 3 is 4 is</p> <p>9 February, April, June, August, October, December</p> <p>10 1 Hello 2 on 3 time 4 can't 5 make 6 please 7 come 8 fine</p>		

Sentences in Portuguese

Unit 1

Minha mãe é inglesa
São seis horas
A sopa está fria
Minha casa é velha mas é grande.
Meu pai não é professor, é mecânico
Esse copo não está limpo. Está muito sujo.
É tarde
Minha irmã está muito triste.
Carmem tem 16 anos.
Faz muito calor na minha casa

Unit 9

Tenho uma irmã e dois irmãos
Ana tem seu carro?
Você tem um minuto?
O que você tem nessa bolsa?
Não temos carro porque não temos dinheiro suficiente.

Unit 5

Susana trabalha em um hospital.
Estudo inglês todos os dias.
Meus pais moram no Rio de Janeiro.
Liz gosta de música clássica
Nunca bebo vinho, mas às vezes bebo uma cerveja.
Gosto de esquiar. (esquiar= skiing).

Unit 7

Onde seus pais moram?
Você fala inglês?
Patrícia gosta do emprego dela?
A que horas você acorda?
Você gosta de café ou prefere chá?
O que os seus pais fazem? "Minha mãe é médica e meu pai é professor."
Com que frequência você vai ao cinema?
O que significa "ride"?
Quanto custa esta câmera?

Unit 94

Não vamos ao mesmo restaurante.
Você nunca me telefone. "Você nunca está em casa."
Henrique usualmente não se deita tarde.
Nunca estive na China

Unit 103

Fomos a Itália em março.
Minha irmã estará aqui na terça-feira.
Eles se levantaram tarde aos domingos pela manhã.
Vejo você novamente no Natal.
Estaremos em Campo Grande dentro de uma semana.
Meu aniversário é no dia 12 de agosto.

Unit 2

Você está contente?
Onde está Tom? Está em casa?
Como estão seus pais?
Quanto é este guarda-chuva?
De que cor são seus olhos? "São verdes."
Que horas são? É tarde?
Não me interessa por tênis.
Não faz sol hoje, mais faz calor.
Não tenho medo de aranhas.
Você está com fome? "Não, mas tenho sede."
Faz muito frio na Islândia? (Islândia= Iceland)

Unit 64

Essa bolsa é de Carla? "Não, a de Carla é branca."
Este é o quarto de minhas irmãs.
O carro dos seus amigos é novo?
Ontem fomos ao casamento de Marta
Este guarda-chuva é de Tom? Não, é de Lucy "
Ontem fomos à casa de Sue
Quem é esse homem? "É o irmão de minha esposa."

Unit 6

Não conheço suas irmãs.
Luís não trabalha no Brasil.
Meu pai dirige um caminhão, mais não gosta do seu trabalho.
Não chove muito nesta cidade no verão.
Não fumo e não como carne.
Teresa fala francês, mais não fala inglês.

CONTENT: To talk about everyday activities using collocations		MATERIAL: English for Life, CD 1, flash cards, DVD Oxford	Class 06	UNIT 9
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> Flash cards. Give one card to each student. Nominate one student to read the question and the alternatives. The others have to choose one answer. 			
1	<ul style="list-style-type: none"> Put students in pairs to match the verbs and activities. Remind them that the verb must fit all the activities in a set. PLAY LISTENING 9.1 (CD 1 track 21) Drill the collocations ANSWERS: 1- go shopping. 2- go out. 3- go to bed. 4- have a shower. 5- have breakfast. 6- have a rest. 7- get up. 8- get dressed. 9- get home. 10- make a cup of coffee. 11- make the bed. 12- make an appointment. 13- do my Homework. 14- do the ironing. 15- do the housework. 			
2	<ul style="list-style-type: none"> PLAY LISTENING 9.2 (CD 1 track 22) - Audio Script Students listen and make a sentence with / and the correct verb. In pairs students add two more expressions for each verb. <p>1 a shower I have a shower. 2 the housework. I do the housework. 3 dressed. I get dressed. 4 shopping. I go shopping. 5 the bed I make the bed. 6 my Homework. I do my Homework</p>			
3	<ul style="list-style-type: none"> Put students in pairs to think of three expressions for each verb. Nominate individual students to make a sentence about themselves using the verbs. 			
4	<ul style="list-style-type: none"> In pairs tell students to complete the text with suitable verbs from exercises 1 and 3. PLAY LISTENING 9.3 (CD 1 track 23) Audio script at the end of the book ANSWERS: 1- get. 2- have. 3- get. 4- make. 5- have. 6- listen to. 7- go. 8- have. 9- have. 9- go. 10- play. 11- get. 12- get. 13- do 14- watch. 15- go. 16- read. 17- go. 			
5	<ul style="list-style-type: none"> Use the expressions in exercise 1 and 3 to ask questions about the students's daily lives. Tell students to write 3 questions to ask you. Ask students to answer to their questions. Put them in pairs to ask and answer each other's questions and find things that are the same. 			
6	<ul style="list-style-type: none"> In pairs tell students to say two things about their lives. 			
REVIEW	<ul style="list-style-type: none"> PLAY LISTENING 9.4 (CD 1 track 24) Model the pronunciation. PLAY LISTENING 9.5 (CD 1 track 25) 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> Use the text in exercise 4a as a dictation. Dictate each line twice speaking clearly. DVD OXFORD (FIRST CHOICE: UNIT 5 HOBBIES). Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle. 			
HOMEWORK	<ul style="list-style-type: none"> Composition 02: Write about your routine. From the time you wake up until you go to bed. 			

CONTENT: To talk about events in the past		MATERIAL: English for Life, CD 1, Irregular Verbs list, DVD Oxford	Class 06	UNIT 10								
STEPS	ATIVIDADE											
WARM UP	<ul style="list-style-type: none">Arrange students in a circle. Whisper a sentence to a student. The student then whisper the sentence to his/her neighbor. When the sentence reaches the last student he/she writes what they heard on the board. Check if the grammar is correct											
1	<ul style="list-style-type: none">PRE LISTENING QUESTIONS - <i>Where is Lucy? What's on the table? What is Lucy doing / thinking?</i>PLAY LISTENING 10.1 (CD 1 track 26) - Underline new vocabularyPOS LISTENING QUESTIONS<ul style="list-style-type: none"><i>Was Monday a good day or a bad day for Lucy? When did the story happen? Why was Lucy in a hurry?</i><i>What did she drop? How many letters did she receive? Where did she leave her car keys?</i>Put students in pairs to practise the conversation											
2	<ul style="list-style-type: none">Teach was / were (negative and interrogative)Focus on the text in exercise 1. Tell students to underline more examples of to be.ANSWERS: It was very hot, they weren't in her pocket, they were on the table in the hall, it wasn't just her car key. Her house keys were there, it wasn't a good start.											
3	<ul style="list-style-type: none">Put students in pairs to complete the exercise.ANSWERS: 1- weren't, were. 2- wan't, was, wasn't. 3- was, were. 4- was, wasn't. 5- was, were.											
4	<ul style="list-style-type: none">Give students a list of irregular verbs.Explain regular verbs. Underline them in the text. Explain irregular verbs. Underline them in the text.Explain negative sentences. Underline them in the text.ANSWERS: went, go out, didn't have, made, dropped, picked, arrived, put, opened, left, closed, hurried, stopped, looked, remembered.											
5	<ul style="list-style-type: none">Put students in pairs to read and correct the sentences.ANSWERS: 1- she didn't get up on time. She got up late. 2- She didn't have breakfast. She just made a cup of coffee. 3- She didn't drink a cup of coffee. She dropped it. 4- She didn't pick up her laptop. She picked up her bag and her keys. 5- She didn't put her keys down because the phone rang. She put her keys / them down because the post arrived. 6- She didn't get five bills in the post. She got two bills. 7- She didn't leave her keys in the kitchen. She left her keys / them in the hall.											
6	<ul style="list-style-type: none">PLAY LISTENING 10.2 (CD 1 track 27) - Audio Script. Students make a negative statement in the past.<table><tr><td>1 I got up late. I didn't get up late.</td><td>2 The weather was bad. The weather wasn't bad.</td></tr><tr><td>3 I drove to work. I didn't drive to work.</td><td>4 We were on holiday. We weren't on holiday</td></tr><tr><td>5 He had a bad day. He didn't have a bad day.</td><td>6 I forgot my keys. I didn't forget my keys.</td></tr><tr><td>7 My boss was ill. My boss wasn't ill.</td><td>8 It rained all day. It didn't rain all day</td></tr></table>				1 I got up late. I didn't get up late.	2 The weather was bad. The weather wasn't bad.	3 I drove to work. I didn't drive to work.	4 We were on holiday. We weren't on holiday	5 He had a bad day. He didn't have a bad day.	6 I forgot my keys. I didn't forget my keys.	7 My boss was ill. My boss wasn't ill.	8 It rained all day. It didn't rain all day
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7 My boss was ill. My boss wasn't ill.	8 It rained all day. It didn't rain all day											
7	<ul style="list-style-type: none">Put students in pairs to complete the sentences. Go through the sentences in exercise 7a and tell students about the things that happened / didn't happen to you. Put students in pairs to tell each other about the things that happened to them. ANSWERS: 1- was. 2- took. 3- lost. 4- was. 5- went. 6- watched. 7- ate. 8- got.											
RESOURCE ACTIVITY	<ul style="list-style-type: none">Use the verbs that students have seen in lesson 1-10. Say a verb and a pronoun. Then say if the sentence must be affirmative, negative or interrogative. Students must make a sentence.DVD OXFORD FIRST CHOICE: UNIT 11 WHERE I WAS. Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle.DVD OXFORD SMART CHOICE 2: UNIT 11 WHAT I USED TO DO AS A KID. Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle.											
HOMEWORK	<ul style="list-style-type: none">Grammar book: New Edition (10# 1/2, 11# 1/2/5) and Old Edition (UNIT 11, 12).											

CONTENT: To understand and re-tell a story.		MATERIAL: English for Life, CD 1, DVD ENGLISH WAY vol 10, DVD Oxford	Class 07	UNIT 11
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> Tell students to draw two columns labelled regular and irregular verbs. Call out the following verbs: <i>be, have, earn, spend, leave, get, travel, phone, go, stop, make, change, sell, move, know</i>. Students have to decide if a verb is regular or irregular and write the past simple form in the correct column 			
1	<ul style="list-style-type: none"> PRE LISTENING QUESTIONS Picture a: <i>What are they doing? Do you think they want to move house?</i> Picture b: <i>Where are they? Who is he talking to? What do they do?</i> Picture c: <i>Where are they? What are they doing? Why do you think she is angry?</i> Picture d: <i>What is he holding? Who do you think made the table and chairs? Is he happy?</i> Picture e: <i>What is he doing? Where is he?</i> Picture f: <i>Where is he? What is he wearing? What is he doing? How does he look?</i> 			
2	<ul style="list-style-type: none"> PLAY LISTENING 11.1 (CD 1 track 28) - Audio Script. Tell students to put the pictures in order. Play the audio twice. Put students in pairs to compare their answers. Audio script 11.1 (CD 1 track 28) – audio script at the end of the book ANSWERS: 1- f. 2- c. 3- e. 4- b. 5- a. 6- d 			
3	<ul style="list-style-type: none"> In pairs tell students to answers the questions. They may use the audio script ANSWERS: 1- Because Vijay didn't spent much time with his family. 2- Because Vijay phoned his office when they were on holiday. 3- Because the man told him to smile. 4- He made a table and sold it so he had enough money. 5- In a small village in the country. 6- She's a tacher in the village school. 7- He makes furniture. 8- He sold a table yesterday, so he's going fishing. 			
4	<ul style="list-style-type: none"> Put students in pairs. Tell them to look at the sentences about <i>Vijay and Seema's life</i> now and write about their life before the holiday. Explain language note. ANSWERS: they lived in a big house. He earned a lot of money. He didn't spend a lot of time with family. He didn't work at home. He travelled a lot. They weren't happy. 			
5	<ul style="list-style-type: none"> In pairs ask students to complete the sentence with information about Vijay's job. ANSWERS: 1- a lot of money. 2- They had a big house. 3- Vijay didn't spend much time with his family. 4- His office every day. 5- They had a big argument. 6- Futnliture. 7- They sold their big house and moved to a small vilaage. 8- Is a teacher. 9- Makes furniture. 10- He's going fishing. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> Read through the text as a class. Ask questions to check comprehension. <ul style="list-style-type: none"> How do people in Brazil usually pay for a house or a flat? - What does an estate agent do? Who deals with the contracts? 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> DVD ENGLISH WAY VOL 10: LESSON 1 I'M MOVING OUT. Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle. DVD OXFORD SMART CHOICE 3: UNIT 3 FAVOURITE CITY. Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle. 			
HOMEWORK	<ul style="list-style-type: none"> Grammar book: New Edition (UNIT 97# 2) and Old Edition (UNIT 110). 			

CONTENT: To answer what people say.		MATERIAL: English for Life, CD 1, DVD ENGLISH WAY vol 5.	Class 07	UNIT 12
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> In pairs tell students to read the text in lesson 4 again and find the answers. ANSWERS: 1- Sarah was in Manchester last week. 2- Russell came home. PRE LISTENING QUESTIONS <p>Picture 1: Who is in the Coffee Shop? What is Ryan doing? Who doesn't look very happy?</p> <p>Picture 2: Who has just come into the Coffee shop? Does he look tired? Whose coffee has he got?</p> <p>Picture 3: Who do you think Ryan and Sarah are talking about? What do you think they are saying?</p> <ul style="list-style-type: none"> PLAY AUDIO 12.1 (CD 1 track 29) POS LISTENING QUESTIONS <p>What was the weather like last month? What building closed recently?</p> <p>Who doesn't come to the Coffee Shop now? Who arrived last Thursday? What time does Russell get up?</p> <p>Who eats like a horse? Does Russell know Sarah? Who is hungry? What does he want?</p> <p>Why can't Ryan save money when Russell is at home?</p> <ul style="list-style-type: none"> ASK: Does Russell help his parents in the café? Play the audio again for students to listen and read. ANSWERS: No, he doesn't. 			
2				
3	<ul style="list-style-type: none"> In pairs tell students to read the text and decide if the statement is true or false. Tell students to correct the false statements. Go over the answers as a class. ANSWERS: 1- f. 2- f. 3- t. 4- f. 5- t. 6- f. 7- t. 8- t. 9- f. 10- t ANSWERS: 2- Ryan and Cindy didn't make much money last month. 4- The factory closed down recently. 6- Russell arrived last Thursday. 9- Russell gets up at midday. 			
4	<ul style="list-style-type: none"> Everyday expressions. Tell students to find and underline them in the text. Students complete the expressions. Drill each expression as a class. ANSWERS: see, true, heard, right, mean. 			
5	<ul style="list-style-type: none"> Focus on the Language check. Ask them to underline all examples of the past simple. ANSWERS: picture 1: Well, we didn't make much.... We didn't get many customers..., the weather was bad, the factory on the corner closed..., our son Russell arrived home, I heard about the, He was in Mexico, he didn't have any money, he came back. 			
6	<ul style="list-style-type: none"> Put students in pairs or trios to practise the story, each taking one part. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> DVD ENGLISH WAY VOL 5: LESSON 3 WHAT ABOUT ME. Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle. 			
Homework	<ul style="list-style-type: none"> Composition 03: Tell me 20 things you did and didn't do one week ago. 			

CONTENT: To talk about a life story.		MATERIAL: English for Life, CD 1, flash cards, DVD ENGLISH WAY vol 11.	Class 08	UNIT 13
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> Flash cards: With sets of events from lesson 13, give to each student one set. They have to put the events in 2 columns, events which have happened and events which haven't happened. After in pairs, they tell each other the affirmative and the negative sentences. 			
1	<ul style="list-style-type: none"> PLAY LISTENING 13.1 (CD 1 track 30) Drill each item as a class and explain if necessary. 			
2	<ul style="list-style-type: none"> Put students in pairs to write the expressions from exercise 1 in the table. In pairs students add more expressions to each column of the table. Students look at the table and underline the verbs which have regular past form. Repeat with irregular verbs ANSWERS: General events: be born, grow up, move house, have children, die. Education: take an exam, graduate. Relationship: meet your future husband / wife, go out with someone, fall in love, get married, get divorced. Work: get a job, lose a job, retire. ANSWERS: Regular form verbs: move, graduate, retire, die. 			
3	<ul style="list-style-type: none"> PLAY LISTENING 13.2 (CD 1 track 31) - Audio Script Students make a sentence with last year, then listen and repeat. Language note. Drill the examples. <p>1 I / retire. I retired last year 2 We / married. We got married last year. 3 My grandfather / die. My grandfather died last year 4 Our son / born. Our son was born last year 5 We / move house. We moved house last year. 6 He / graduate. He graduated last year. 7 She / take an exam. She took an exam last year. 8 They / get divorced. They got divorced last year.</p> <ul style="list-style-type: none"> Ask students to say their year of birth. 			
4	<ul style="list-style-type: none"> PLAY LISTENING 13.3 (CD 1 track 32) twice. Audio Script at the end of the book. Tell students to listen and complete the sentences ANSWERS: 1- were born. 2- was born. 3- grew up. 4- went to. 5- met. 6- moved. 			
5	<ul style="list-style-type: none"> PLAY LISTENING 13.3 (CD 1 track 32) and tell students to listen and make notes for each number or date. Put students in pairs to complete their notes. <p>ANSWERS: Bernard's parents moved to England in the 1940s. Bernard was born in 1951. He started school when he was 5 years old. He fell in love when he was 16. He left / went to university in 1969. He graduated in 1972. He got married in 1980. He lost his job when he was 35. Bernard and his family moved to South Africa in 2001.</p>			
6	<ul style="list-style-type: none"> Ask students to write ages, dates, and places that are important to them. Ask questions about the things they have written. <p>Why was (name of a city) an important place for you? What happened in (year)?</p> <ul style="list-style-type: none"> Ask students to tell the class about their partner. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> Read the text as a class, and then ask students to check comprehension. <p>Are British university courses always three or four years long? - Which students live in the halls of residence?</p> <ul style="list-style-type: none"> Ask students questions about going to university in Brazil. - Do students in Brazil normally go to their local university? 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> DVD ENGLISH WAY VOL 11: LESSON 2 HAPPY BIRTHDAY. Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle. 			

CONTENT: To ask questions about events in the past.

MATERIAL: English for Life, CD 1, DVD Oxford

Class 08

UNIT 14

STEPS	ATIVIDADE
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Where are the people? - What are they doing? • PLAY LISTENING 14.1 (CD 1 track 33) • Underline new vocabulary • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - What are Sue and Bob talking about? - Why was Sue in Rome? - Did she go out with the tour guide? - Who did she meet in the supermarket? • Students practise the conversation.
2	<ul style="list-style-type: none"> • grammar table (explain simple past negative / interrogative)
3	<ul style="list-style-type: none"> • PLAY LISTENING 14.2 (CD 1 track 34) - Audio Script. • Make a closed question in the past with too. <p>1 We met in Paris. Did you meet in Paris, too? 2 We were on holiday. Were you on holiday, too?</p> <p>3 We weren't on a date. Did you go on a date, too? 4 We were at a party. Were you at a party, too?</p> <p>5 We saw a film. Did you see a film, too? 6 We wrote letters. Did you write letters, too?</p> <p>7 We sent emails. Did you send emails, too? 8 We were friends. Were you friends, too?</p>
4	<ul style="list-style-type: none"> • WRITE: (you / away) last week? • SAY: make a question in the past. • Put students in pairs to make the questions and short answers. After they practice it. • ANSWERS: 1- Were you away last week? 2- Yes, I was. 3- Were you there on business? 4- No, I wasn't. 5- Did he marry a girl from Russia? 6- Yes, he did. 7- Did they meet in Moscow? 8- Yes, they did. 9- Was your brother on holiday there? 10- No, he wasn't. 11- Was Hanja a student there, too? 12- Yes, she was. 13- Why did he go to Moscow University? 14- Did you visit other places in Russia? 15- No, I didn't. 16- Did you have a good time? 17- Yes, I did.
5	<ul style="list-style-type: none"> • Tell students to complete the questions using the verbs in brackets. • Put students in pairs. Tell them to use the questions in exercise 5a to interview each other and make up their own questions to find out more information. • ANSWERS: 1- Where were you born? 2- Did you grow up there? 3- Did you move house when you were a child? 4- Where did you go to school? 5- Were you a good student? 6- What subjects did you like? 7- How old were you when you left school? 8- Did you go to university?
Resource Activity	<ul style="list-style-type: none"> • DVD OXFORD: SMART CHOICE 1 UNIT 11 MY BEST VACATION. Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle.
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 12# 1/2/3) and Old Edition (UNIT 13).

CONTENT: To talk about a famous person's life story.		MATERIAL: English for Life, CD 1, DVD Oxford	Class 09	UNIT 15
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Change places: Get all the students to sit in chairs. The teacher says: "Change if you are wearing a white shirt." All the people wearing a white shirt must stand up and change places. "Change if you live downtown." All the people living downtown now change places. "Change if you are married." Keep playing. 			
1	<ul style="list-style-type: none"> • Drill the pronunciation of each item. • PLAY LISTENING 15.1 (CD 1 track 35). • Ask if they know these kinds of music. Play the audio again and ask students to choose the music they like. • In pairs, students compare their answers. • ASK: Do you like (classical music)? Repeat with different students and different kinds of music. 			
2	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS What was his nationality? What did he do? What sort of music did he make? • PLAY LISTENING 15.2 (CD 1 track 36) 			
3	<ul style="list-style-type: none"> • Put students in pairs to complete the exercise, then go through the answers as a class. • ANSWERS: 1- c. 2- a. 3- b. 4- d. 			
4	<ul style="list-style-type: none"> • Tell individual students to read the statements. Ask: What was the first thing that happened? • In pairs tell students to read the text again and put the events in order. • ANSWERS: 1- His brother died. 2- He went blind. 3- He went to St Augustine's school. 4- His mother died. 5- He moved to Seattle. 6- He became rich and famous. 7- Taylor Hackford started a film about his life. 8- Ray Charles died. 9- Jamie Foxx won the Oscar for best actor. 			
5	<ul style="list-style-type: none"> • Put students in pairs to answer the questions. • Language note. Drill the examples. • ANSWERS: 1- Georgia (USA). 2- Florida. 3- Classical music. 4- by bus. 5- He played the piano with some local bands. 6- It was like food or water for him. 7- He uses blues, jazz, country and gospel. 8- To school for blind black children. 9- Twelve. 10- Twice. 			
6	<ul style="list-style-type: none"> • Put students in pairs. One is the interviewer and the other is Taylor Hackford. They must use the questions to have an interview. 			
7	<ul style="list-style-type: none"> • Tell students to think of one famous person. Nominate one student to go in front of the class. The others have to find out who is the famous person by making questions with yes, no answers. Ask them to look at the questions in exercise 1a. The student, who is front, must only say yes or no. The next student to go in front of the class is the one who guesses the name of the famous person. Do that with all of them. 			
Resource Activity	<ul style="list-style-type: none"> • DVD OXFORD: OXFORD FIRST CHOICE UNIT 1 MY FAVOURITE CELEBRITY. Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle. • DVD OXFORD: OXFORD FIRST CHOICE UNIT 4 MUSIC. Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle. 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 54#1/2/3) and Old Edition (UNIT 24, 54). 			

CONTENT: To ask about and respond to news.		MATERIAL: English for Life, CD 1	Class 09	UNIT 16
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PLAY LISTENING 16.1 (CD 1 track 37) • Play the audio for students to listen and choose the correct endings for each conversation. • Nominate pairs of students to read the conversation. Put students in pairs to practice the conversation. • ANSWERS: 1- b. 2- b. 3- a. 			
2	<ul style="list-style-type: none"> • Everyday expressions Tell students to find and underline them in the text. • Ask students to complete the expressions. Drill each expression • ANSWERS: go, get, was, knew, fantastic, luck, a. 			
3	<ul style="list-style-type: none"> • Write: 1- Say the event. 2- Ask about the event 3- Answer to the event. 4- Congratulate. • Put students in pairs. Tell them to make their own conversations about their own events in life. Give them some suggestions: <ul style="list-style-type: none"> - I went on a date - I played on the lottery. - I had a job interview. - I played in a soccer competition. - I made a speech (job presentation) 			
4	<ul style="list-style-type: none"> • Ask one student to read through the email. Ask questions about the text to check comprehension <ul style="list-style-type: none"> - Who wrote the letter? - Did she fail her driving test? - Did Mick tell Trish that he failed his test? • Tell students that they are going to write an email to somebody called Sam, who passed his driving test recently. Put students in pairs to write the email. 			
5	<ul style="list-style-type: none"> • Focus on situations 2 and 3 in exercise 1. Tell students to write two emails in response to the news. Put students in pairs to exchange their work and read each other's email. 			
PRONUN.	<ul style="list-style-type: none"> • Mode the pronunciation of the expressions. • PLAY LISTENING 16.2 (CD 1 track 38) 			

CONTENT: Correction		MATERIAL: Grammar in use, EFL book, Sentences in Portuguese	Class 10	Grammar Correction
STEPS	ATIVIDADE			
GRAMMAR	<ul style="list-style-type: none"> • Give a clap for each done UNIT. • Grammar Book: 10# 1/2, 11# 1/2/5, 97# 2, 12# 1/2/3, 54# 1/2/3 • Composition 02. • Composition 03. 			
	<ul style="list-style-type: none"> • Book page 85. Do it one by one. <ul style="list-style-type: none"> ✓ Vocabulary: Students do it and then you can correct. ✓ Grammar: Students do it and then you can correct. ✓ Skills: Students do it and then you can correct. ✓ English for Everyday Life: Students do it and then you can correct. <p>REVIEW ANSWERS 9/16</p> <p>1 1 go 2 have 3 gets 4 do 5 has</p> <p>2 1 was born 2 grew up 3 met 4 got married 5 had 6 died</p> <p>3 1 went 2 hurried 3 stopped 4 left 5 was / were 6 had 7 arrived 8 put</p> <p>4 a 1 Yesterday was a good day for Julio. 2 He met his friends for lunch. 3 His boss was away. 4 He went home early. 5 His noisy neighbours were away. 6 He watched a football match on N.</p> <p>b 1 Yesterday wasn't a good day for Julio. 2 He didn't meet his friends for lunch. 3 His boss wasn't away. 4 He didn't go home early. 5 His noisy neighbours weren't away. 6 He didn't watch a football match on TV.</p> <p>5 a 1 Where did you go yesterday? 2 Who did you speak to? 3 Were you at work? 4 Did you go on a date? 5 What time did you go to bed?</p> <p>6 a 1 in Berlin 2 in a bank 3 Because they worked Long hours and didn't spend much time together. 4 in 2003 5 France 6 She teaches German.</p> <p>7 1c 2a 3d 4b</p> <p>8 1 go 2 done 3 Luck 4 news 5 Congratulation</p>			
EFL REVIEW ANSWERS				

Sentences in Portuguese

Unit 10

Estive no escritório até as 7.
Onde você estava hoje de manhã às 10?
A que horas era o concerto?
Seus pais foram muito amáveis. (amáveis= kind)
Minha irmã tinha medo de ratos quando era pequena (ratos= mice)
Era tarde, estávamos como fome e fazia frio.
O tempo estava bom? "Estava nublado" (nublado= cloudy)
Por que você estava sempre atrasado?

Unit 11

Ontem fui ao cinema. O filme acabou às 11:30.
Sam e Sue vieram aqui ontem. Eles queriam vê-lo.
Morei na Argentina quando era pequeno.
Laura sabia nosso número de telefone.
André se sentou, abriu o livro e leu algumas páginas. (algumas= a few)
Paguei a conta, vesti o casaco e fui para casa. (vestir= put on)
Encontrei seu irmão no teatro.

Unit 97

Não fui trabalhar na sexta porque estava com febre, mas me senti melhor no sábado.
Minha irmã é professora, mais não trabalha em uma escola porque não gosta de criança.
Estava muito calor, então fechamos a porta e minha mãe ligou o ar condicionado. (ar condicionado= air conditioning)
Telefonei para o Lourenço mas ele não estava em casa, então não pude falar com ele.
Meu refúgio parou, então não posso lhe dizer as horas.
Roberto mora em São Paulo, mais trabalha em Santo André.
Lúcia quer viajar para o Alasca porque gosta de pescar.
Vou frequentemente ao cinema, mais não vou muito ao teatro.

Unit 12

Você limpou a cozinha?
Ontem não jogamos tênis.
Você viu a televisão à noite? "Não, sai com meus amigos."
A que horas começou a reunião?
Por que você chegou tão tarde?
Não comprei a camisa porque não gostei dela.
Joaquim e Lúcia não viajaram para Porto Alegre.
Ontem fiz as compras e estão assistindo a um filme.
Marta teve um acidente e chegou tarde

Unit 54

Uso óculos para ler.
Minha mulher precisa de um carro para ir ao trabalho.
Aperte aqui para abrir a porta. (apertar= press)
Eles foram para São Paulo para trabalhar.
Você precisa de um visto para viajar para a China. (visto= visa)

CONTENT: To talk about train journeys.		MATERIAL: English for Life, CD 1	Class 11	UNIT 17
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Hangman: Choose a word. Put dashes on the board one for each letter. Students take it in turns to call out letters that they think might be in the word. If they call out a correct letter, write this in the appropriate place. If they call out an incorrect letter, draw a piece of the hangman. Students have to guess the word before the hangman is completed. 			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Who are the people? Where are they? • PLAY LISTENING 17.1 (CD 1 track 39) • Underline new vocabulary • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Where does the man want to go? - Which ticket is the most expensive? - How much do you have to pay to reserve a seat? - Why does he have to change in Oxford? 			
2	<ul style="list-style-type: none"> • Drill the highlighted words • Put students in pairs to complete the exercise, then go through the answers as a class. • Put students in pairs to practise the conversation. • ANSWERS: 1- local train. 2- an express. 3- departs from. 4- get to. 5- single. 6- return. 7- the fare. 8- a seat reservation. 9- direct. 10- change. 11- standard class. 12- first class. 			
3	<ul style="list-style-type: none"> • PLAY LISTENING 17.2 (CD 1 track 40) - Audio Script at the end of the book • Students to complete the activity. • Put students in pairs. Tell them to look at the false statements. Say: <i>Make the statements true.</i> • ANSWERS: 1-T 2-F 3-T 4-F 5-T 6-T 7-F 8-T 9-F 1-F • ANSWERS: 2- She wants a first class ticket. 4- She buys a single ticket. 7- The next train isn't direct. You have to change at Crewe. 9- It arrives at 12:45 10- It leaves from platform 6. 			
4	<ul style="list-style-type: none"> • Tell students to read the information in exercise 1 and complete the gaps. • ANSWERS: 1- return 2- first class 3- free 4- first 5- local 6- 2:20 7- express 8- direct 9- Oxford 10- platform 3. • ANSWERS: destination: Manchester, type of ticket: first class single, price: £ 52, first train departure time: 10:22, alternative train departure time: 11:30, arrival time: 12:45, change at Crewe, platform: 6 			
PRONUN	<ul style="list-style-type: none"> • PLAY LISTENING 17.3 (CD 1 track 41) • Model the pronunciation and elicit that the first syllable is stressed. • Go through the list of words. Tell students to put the words in the correct column. Put students in pairs to compare their answers. • Play audio 17.4 (CD 1 track 42). • ANSWERS: Single: local, standard, ticket, platform. Return: express, depart, direct, arrive. 			

CONTENT: To compare regular and current activities.		MATERIAL: English for Life, CD 1, DVD ENGLISH WAY vol 6.	Class 11	UNIT 18
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Who can you see? - What's the weather like? • PLAY LISTENING 18.1 (CD 1 track 43) • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Are Jordan and Sarah going to the same place? - Is Sarah taking her bike today? Why not? - Is Sarah going to work? - What is Jordan delivering? • Put students in pairs to practise the conversation. 			
2	<ul style="list-style-type: none"> • Drill the examples. Check pronunciation on -ing. • Focus on the rules <i>Present continuous</i>. 			
3	<ul style="list-style-type: none"> • Tell students to listen and make two sentences using the words. • PLAY LISTENING 18.2 (CD 1 track 44) - audio script • Put students in pairs to ask and answer questions about the people in exercise 3a. <p>ANSWERS AND AUDIO SCRIPT: 1- She isn't cycling. She is walking. (female footsteps) 2- He's doing a crossword. He isn't reading a book. (Hm. 3 down: Take two train's six letters and the first letter is 'c'.) 3- They aren't jogging. They are swimming. (swimming pool sounds) 4- It's raining. It isn't snowing. (Oh, dear, look at the weather. Where's my umbrella?) 5- They are playing golf. They aren't sunbathing. (Good shot!) 6- She isn't going to sleep. She is walking up. (What? Oh...?)</p> <ul style="list-style-type: none"> • ANSWERS: 1- Is she cycling? No, she isn't. / Is she walking? Yes, she is. 2- Is he doing a crossword? Yes, he is. / Is he reading a book? No, he isn't. 3- Are they swimming? Yes, they are. / Are they jogging? No, they aren't. 4- Is it snowing? No, it isn't. / Is it raining? Yes, it is. 5- Are they playing golf? Yes, they are. / Are they sunbathing? No, they aren't. 6- Is she going to sleep? No, she isn't. / Is she waking up? Yes. She is. 			
4	<ul style="list-style-type: none"> • Read the examples. Drill each one • Focus on the rules <i>Present continuous and Simple present</i>. 			
5	<ul style="list-style-type: none"> • Go through the exercises and highlight the time expressions used in each item. • Put students in pairs to complete the exercise. • ANSWERS: 1- walk, 'm not walking, 'm taking. 2- travel, 're standing, 're waiting. 3- go, 'm leaving, 're repairing. 4- gets, isn't sitting, 's looking for. 			
6	<ul style="list-style-type: none"> • Use the time expressions to make sentences about your life. • Ask questions about their lives. <ul style="list-style-type: none"> - What are you doing? - Do you have an English lesson everyday? - What do you usually do in the morning? • Tell students to write six similar sentences about their lives. • Put students in pairs to compare their sentences. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • DVD ENGLISH WAY VOL 6: LESSON 3 WHO ARE THESE GIRLS? Play the DVD. With no subtitle pause after each person and ask student what they understood. Play again with subtitle 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book New Edition (UNIT 3, 4, 8#1/2) and Old Edition (UNIT 4, 5, 9). • Ask students to bring to next class <i>streets signs pictures</i>. 			

DONT

CONTENT: To listen to specific information in an informal conversation.		MATERIAL: English for Life, CD 1, DVD ENGLISH WAY vol 12.	Class 12	UNIT 19
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PRÉ LISTENING QUESTIONS <ul style="list-style-type: none"> - What can you see? - What does the man want? • Underline new vocabulary • PLAY LISTENING 19.1 (CD 1 track 45) twice. Audio Script at the end of the book. • Ask students to write where the 3 passengers are from. <i>2</i> • ANSWERS: 1- Scotland. 2- Germany. 3- Egypt. 			
	<ul style="list-style-type: none"> • PLAY LISTENING 19.1 (CD 1 track 45) • Tell students to listen to the conversations and write the destinations and fares. • ANSWERS: 1- Euston Station, £ 8,50. 2- Western Hotel, £ 5,50. 3- The airport (terminal 2), £ 10,50. 			
2	<ul style="list-style-type: none"> • In pairs tell students to write the number of the conversation. • Language note. Drill the examples. Explain them. • ANSWERS: 1- gives the driver a tip, gets out of the taxi early. 2- is on holiday, likes the city. 3- is travelling on business, wants a receipt. 			
3	<ul style="list-style-type: none"> • Ask students to tick the things that the driver talks about • Play audio 19.1 (CD 1 track 45) • Tell students to listen again and write what the driver says about each topic. • ANSWERS: the traffic is bad, the weather is chilly, the airport has two terminals. 			
4	<ul style="list-style-type: none"> • Read the example conversation. Elicit possible words to replace the items in bold. Nominate two students to act the example conversation and tell them to include one of the topics from exercise 4. • Put students in pairs to make three new conversations using three different topics from exercise 4. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> • Students had been brought street signs to this class. Elicit the street signs from students. • Focus on the signs. Drill each item as a class. Tell students to think of two more transportant signs 			
	<ul style="list-style-type: none"> • DVD ENGLISH WAY VOL 12: LESSON 3 CHEAP FLIGHTS TO AUSTRALIA. Play the DVD With no subtitle pause after each person and ask student what they understood. Play again with subtitle 			
RESOURCE ACTIVITY				

CONTENT: To offer and ask for help.		MATERIAL: English for Life, CD 1, flash cards.	Class 12	UNIT 20
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> Use flash cards. The pictures are about people in different places doing different things. Hold up the pictures so everyone can see it and elicit what is happening. 			
1	<ul style="list-style-type: none"> Ask them to read the story in lesson 12 and find the answer for the question. ANSWERS: he thinks he is lazy and spends too much money. 			
2	<ul style="list-style-type: none"> PRE LISTENING QUESTION Picture 1: Where are the tables and chairs? Where is Russell standing? Is he helping Ryan? Who is across the road? What is the woman holding? Picture 2: What is Russell thinking? Who is he talking to? What do you think he is saying? Picture 3: What is Ryan thinking? Where is Cindy? What do you think she is saying to Ryan? PLAY LISTENING 20.1 (CD 1 track 46) POS LISTENING QUESTIONS <ul style="list-style-type: none"> Who is the woman with the camera? Who offers to help Ryan? Who is supposed to help Ryan? Who thinks the woman is a tourist? Who thinks the woman is nice? Can the woman get a drink outside? Is the woman a tourist? Why is she taking photographs? Who offers to show the woman around? What is the woman's name? Why does Cindy tell Ryan to hurry up? ANSWERS: A businesswoman who wants to open a shop. 			
3	<ul style="list-style-type: none"> In pairs tell students to look at the text and find the answer. ANSWERS: 1- They are putting the tables and chairs outside. 2- No, it isn't. (It's Cindy's idea). 3- The woman with the camera. 4- Yes, it is. 5- She's taking photos. 6- She wants to open a shop in the area. 7- They are going to look around the area. 8- Because Ryan isn't putting the tables and chairs outside. 			
4	<ul style="list-style-type: none"> Everyday Expressions. Tell students to find and underline them in the text. Ask students to complete the expressions in pairs. Put students in pairs to make conversations with the cues ANSWERS: a, it, give, like very. 			
5	<ul style="list-style-type: none"> Ask them to read the text again and underline all the examples of the present continuous. ANSWERS: Picture 1: what are you doing? We're putting the table... Russell is helping me. What are you looking at? I'm looking at that woman... She is crossing the road. Picture 2: ... but we aren't serving drinks... You're taking a lot of I'm looking for... I'm not doing anything... Picture 3: Why aren't you moving those tables? 			
6	<ul style="list-style-type: none"> Put students in groups. Tell them to practice the conversation, each taking one part. 			

CONTENT: To describe a route.		MATERIAL: English for Life, CD 1	Class 13	UNIT 21
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • TIC TAC TOE: Draw a 3 x 3 grid on the board and write an infinitive verb and a symbol (+) affirmative, (-) negative or (?) interrogative in each square. Divide students in two teams. Teams take it in turns to choose a square and make up a sentence in the simple past using the verb and the symbol in that square. If the sentence is correct, put a nought or a cross symbol over the word in the square. The winner is the first team to get their symbol in three squares in a row (down, across or diagonally). 			
1	<ul style="list-style-type: none"> • PLAY LISTENING 21.1 (CD 1 track 47) • Explain the difference between directions and locations. • Ask students if they know any more terms for location and direction. • Examples: <i>turn left; turn right, right, go straight, go ahead, behind, next to.</i> 			
2	<ul style="list-style-type: none"> • PLAY LISTENING 21.2 (CD 1 track 48) - Audio Script. • Students hear and make an opposite sentence <div style="display: flex; justify-content: space-between;"> <div> <p>1 Go over the bridge. No, go under the bridge.</p> <p>3 It's at the top of the hill. No, it's at the bottom of the hill.</p> <p>5 Go up the hill. No, go down the hill.</p> </div> <div> <p>2 Turn left. No, turn right.</p> <p>4 Go into the square. No, go out of the square.</p> <p>6 Go round the park. No, go through the park.</p> </div> </div>			
3	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - What's in the middle of the park? - What's next to the sports centre? • Ask students to find the buildings A, B, C and D. Explain that one of these buildings is Magda's office. • PLAY LISTENING 21.3 (CD 1 track 49) - Audio Script at the end of the book. • ANSWERS: Magda's office is letter B. 			
4	<ul style="list-style-type: none"> • Ask students to find <i>the station and the park</i> on the map in exercise 3. Put students in pairs to write directions from <i>the station to the park</i>. • Tell students to find the <i>River Hotel, sports centre and museum</i> on the map. Put students in pairs. Tell them to make four conversations using the map. 			
5	<ul style="list-style-type: none"> • Put students in pairs and tell them to describe their route to work. 			
PRONUN	<ul style="list-style-type: none"> • Underline <i>of</i> and model the pronunciation • PLAY LISTENING 21.4 (CD 1 track 50) • Listen and repeat the sentences. • PLAY LISTENING 21.5 (CD 1 track 51). 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 109#1/2, 110#1/2) and Old Edition (UNIT 103, 104). 			

CONTENT: To talk about activities in progress in the past.		MATERIAL: English for Life, CD 1, map flash cards, DVD ENGLISH WAY vol 8.	Class 13	UNIT 22
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Give to each student a map. Put them in pairs. Tell them to have a conversation about directions 			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - What can you see? - Where are they? - Who stole the money? • PLAY LISTENING 22.1 (CD 1 track 52) • POS LISTENING QUESTION <ul style="list-style-type: none"> - Where was Martin going? - What were the man and woman doing? - Who was wearing a green sweatshirt? • Put students in pairs to practice the conversation. 			
2	<ul style="list-style-type: none"> • Drill the examples. • Focus on the rules. Ask questions about the pictures and the text in exercise 1a to elicit short and long answers. <ul style="list-style-type: none"> - Was the woman watching Martin? - What was the man wearing? - When did the man take Martin's money? - What was the woman doing when Martin looked round? 			
3	<ul style="list-style-type: none"> • Put students in pairs to read the cues and make one positive and one negative sentence for each picture • Put students in pairs to ask and answer questions about the people in exercise 3a. • ANSWERS: 1- They weren't working. They were having a break. 2- She was talking on a mobile. She wasn't eating a hamburger. 3- He wasn't shopping. He was cleaning windows. 4- They weren't getting on a bus. They were getting in taxi. 5- She was coming out of the bank. She wasn't waiting for a bus. 6- He was reading a newspaper. He wasn't buying a newspaper. • ANSWERS: 1- Were they working? No, they weren't. They were having a break. 2- Was she eating a hamburger? No, she wasn't. She was talking on a mobile. 3- Was he shopping? No, he wasn't. He was cleaning windows. 4- Were they getting on a bus? No, they weren't. They were getting in a taxi. 5- Was she waiting for a bus? No, she wasn't. She was coming out of the bank. 6- Was he buying a newspaper? No, he wasn't. He was reading a newspaper. 			
4	<ul style="list-style-type: none"> • Use these to make sentences about your life. • In pairs tell students to say sentences about their lives. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 8: LESSON 3 (welcome back), play the sitcom for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about the sitcom. Play again with subtitle now for students to understand better. 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 13) and Old Edition (UNIT 14). 			

CONTENT: To understand and write a short story.		MATERIAL: English for Life, CD 1 DVD Oxford	Class 14	UNIT 23
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> Find out story types students like / don't like reading. Ask them <i>why / why not</i>. 			
1	<ul style="list-style-type: none"> PRE LISTENING QUESTIONS <ul style="list-style-type: none"> What is the old man doing? What is the woman looking at? PLAY LISTENING 23.1 (CD 1 track 53) Underline new vocabulary. POS LISTENING QUESTIONS <ul style="list-style-type: none"> Who's Beatrix? Who is in the picture? Put students in pairs to complete the exercise. Tell students to look at the picture. ANSWERS: Beatrix is the writer / person who wrote the story. Daniel is the waiter at the hotel. Fiona is the gardener at the hotel. Michael was the gardener at the hotel fifty years ago. ANSWERS: In the picture there are Beatrix and Michael. 			
2	<ul style="list-style-type: none"> ASK: Where is Beatrix from? Put students in pairs to answer the questions. ASK: Who says "She"? Why does Beatrix say "She"? ASK: Who says "That's impossible!"? Language Note. ASK: What was Beatrix doing before she saw the man? What was Beatrix doing when she saw the man? ANSWERS: 1- the USA. 2- In Ireland. 3- Her husband and children. 4- Playing tennis with the children. 5- in the garden. 6- Digging. 7- Because Beatrix ordered some tea. 8- A photograph of Michael. ANSWERS: Beatrix says: "She?". Daniel says "That's impossible." 			
3	<ul style="list-style-type: none"> Ask students to complete the sentence with the correct form of the verb in brackets. Put students in pairs to complete the exercise. ANSWERS: 1- was having, decided. 2- ordered, put. 3- was waiting for, saw. 4- was watching, arrived. 5- were going, saw. 6- saw, stopped. 			
4	<ul style="list-style-type: none"> Tell students they are going to say a story about an unusual event that happened in their lives. Put students in pairs. Ask them to tell each other the story. 			
Resource Activity	<ul style="list-style-type: none"> Play the DVD OXFORD: SMART CHOICE 3 UNIT 10 MYSTERIOUS THINGS, play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			
HOMEWORK	<ul style="list-style-type: none"> Grammar book New Edition (UNIT 14) and Old Edition (UNIT 15). 			

CONTENT: To ask for and give directions.		MATERIAL: English for Life, CD 1, DVD ENGLISH WAY vol 8, flash cards	Class 14	UNIT 24
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 8: lesson 1 (<i>Which street do I take?</i>), play the sitcom for students to listen. Don't use subtitle. Make the students pay attention. This lesson is about directions. • Have a conversation with students after watching it. Ask them questions about the sitcom. • Play again with subtitle now for students to understand better. Use English subtitle. 			
1	<ul style="list-style-type: none"> • PLAY LISTENING 24.1 (CD 1 track 54) • Drill each item. • ASK: <i>Are there any traffic lights near the school?</i> If they say yes, elicit the location. • Repeat the questions with a roundabout and a conjunction. 			
2	<ul style="list-style-type: none"> • Read the email. • POS READING QUESTIONS <ul style="list-style-type: none"> - <i>Who wrote the email? Is it a formal letter? What does Leo want? Is Leo going to the house alone?</i> • Tell students to read the second email. • POS READING QUESTIONS <ul style="list-style-type: none"> - <i>Who wrote the email? Why did Mona write it?</i> • Check that students understand the different directions. • PLAY LISTENING 24.2 (CD 1 track 55) twice. • Tell them to listen and choose the correct word or sentence. • ANSWERS: 1- left. 2- along. 3- right. 4- right. 5- corner. 6- up. 7- top. 8- round. 9- straight on. 10- past. 11- under. 12- left. 13- second. 14- at the end. 			
3	<ul style="list-style-type: none"> • Explain that students have to tell Leo what to do next. Tell students to read the first part of Mona's email. • Put students in pairs and tell them to take it in turns to say what to do next. • ANSWERS: 1- turn left and go along that road for about a kilometer. 2- at the next traffic light, turn right. 3- go round the roundabout and then straight on. 4- after about two hundred metres you go under a bridge. 5- take the second turning on the left and Mona's house is at the end of that street. 			
4	<ul style="list-style-type: none"> • Useful expressions. Tell students to find and underline them in the text. • Ask students to supply the missing words. • Ask students to complete the expressions. • Drill the expressions • ANSWERS: how, directions, for, for, on, after, the. 			
5	<ul style="list-style-type: none"> • FLASH CARDS: Put students in pairs to write directions from one place to the other. 			
6	<ul style="list-style-type: none"> • Put students in pairs and tell them to have a conversation with directions to their house 			
ENGLISH IN THE WORD	<ul style="list-style-type: none"> • ASK: <i>How many kilometres are there in a mile? What's the top speed limit in Brazil? What sort of roads can you drive faster?</i> 			
Homework	<ul style="list-style-type: none"> • Composition 04: How do I get to your house from Qualify? Explain it. 			

CONTENT: Correction		MATERIAL: Grammar in use, EFL book, Sentences in Portuguese	Class 15	Grammar Correction
STEPS	ATIVIDADE			
GRAMMAR	<ul style="list-style-type: none"> • Give a clap for each done UNIT. • Grammar Book: 3, 4, 8# 1/2, 109# 1/2, 110# 1/2, 13, 14, 106 • Composition 04. 			
EFL REVIEW ANSWERS	<ul style="list-style-type: none"> • Book page 67. Do it one by one Vocabulary: Students do it and then you can correct. Grammar: Students do it and then you can correct. Skills: Students do it and then you can correct. English for Everyday Life: Students do it and then you can correct. • REVIEW ANSWERS 17/24 1. 1 e 2h 3d 4a 5g 6b 7f 8i 9c 10j 2. 1 cycle 2 don't work 3's having 4 Do you usually wear 5 isn't snowing 3. 1'm writing 2 are playing 3's making 4 are watching 4. 1 was 2 were 3 wasn't 4 weren't 5. 1c 2e 3d 4a 5b 6. 1T 2F 3F 4F 5F 6T 7T 8F 7. 1 Would you Like a hand? 2 That's very kind. 3 Can you give me a hand? 4 No, it's OK 8. 1 directions 2 turn 3 along 4 about 5 for 6 hand 7 traffic lights 8 end 			

Sentences in Portuguese

Unit 3

Marta está tocando violão.
Paulo está sentado e Sandra está em pé.
Está chovendo muito agora.
Hoje minha irmã está usando (uma) blusa e (uma) saia.
Junior está jogando futebol no parque.
Ana está deitada na cama.
Paulo está nadando na piscina.
Liz está escrevendo uma carta.

Unit 4

Você está assistindo à televisão?
O que Marta está fazendo? "Ela jogando tênis."
O que você está escrevendo? "Uma carta."
Sua irmã está trabalhando hoje?
Por que você está em pé?
O que você está fazendo? "Estou lendo o jornal."
Aonde o Luiz está indo? Por que ele está correndo?

Unit 9

Mix Present Continuous with Simple Present

Unit 109

O supermercado fica ao lado oposto do cinema, diante do hospital.
Nossa casa fica atrás do parque, junto à escola.
O que você está usando embaixo da camisa?

Unit 110

O gato correu para debaixo da cama (run)
Quando fomos a Londres, no mês passado, sobrevoamos Paris. (fly)
Passamos de carro diante de sua (de você) casa. (drive)
Eles foram andando do rio até a estação. (walk)

Unit 13

Tom estava na garagem. Consertando o carro.
Não estávamos estudando. Estávamos vendo televisão.
O que você estava fazendo às 12 horas? "Estava fazendo as compras."
O que seus pais estavam fazendo no hospital?
Sandra estava usando uma saia azul e uma blusa branca.
Estava chovendo às 8 da manhã.
Lucy estava usando um chapéu enorme.

Unit 14

Mix Past Continuous with Simple Past

CONTENT: Review Present and Past		MATERIAL: Essential Grammar in Use, Everyday Conversation folder	Class 16	Review Pres and Past
STEPS	ATIVIDADE			
Whiteboard	<ul style="list-style-type: none"> Explain the Use of Verb to be and Past of Verb to be. Give many examples. (3/4) - 10/11/2015 Explain the Use of Present Continuous and Past Continuous. Give many examples. Explain the Use of Simple Present and Simple Past. Give many examples. 			
Grammar	<ul style="list-style-type: none"> Essential Grammar in use pages 252 until 258# 15 			
Everyday Conversation	<ul style="list-style-type: none"> We have a folder in the teacher's room for the students. Separate the class into couples and ask them to rehearse together. One is letter A the other B for example. You teacher monitor. Before you ask them to present in front of the class, listen to the couples individually. They present in front of the class and the other students watch. If you have time available, ask them to change some words bringing into their reality 			

Everyday Conversations

7 REQUESTS

<p>A: Hi. A cola, please. B: Regular or large? A: Regular please. B: There you go. A: Thanks. How much is that? B: \$1.15. A: Thank you. B: You're welcome.</p>	<p>C: Could you pass the salt, please? A: Sure. Here you are. C: Thanks. A: And the pepper? C: No, thanks. C: Could I have your phone number? A: It's in the phone book. C: What's your last name? A: It's in the book, too. C: Very funny. A: Ok. It's 639-7701.</p>
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15 CHOICES

<p>G: Please come in H: Thank you. G: Sit down. H: Thanks. G: Would you like tea or coffee? H: A cup of coffee, please. G: How about a cookie? H: No thanks, I'm on a diet.</p>	<p>I: Excuse me. J: Yes, can I help you? I: I'd like a pair of shoes, please. J: What color would you like? I: Brown. J: What size are you? I: Seven. Can I try them on? J: Sure.</p>	<p>K: Hi. A frozen yogurt, please. L: What flavour? Strawberry, chocolate or vanilla? K: Strawberry, please. L: In a sugar cone or in a cup? K: In a cup, please. L: There you go. That's a dollar ninety-five</p>
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19 TRAVEL

<p>M: Excuse me. N: May I help you? M: I'd like some information about the trains. N: Where to? M: Montreal. N: When? M: Tomorrow. N: Morning or afternoon? M: Evening. Around six o'clock. N: OK. There's one at 6.40. M: Thanks.</p>	<p>O: Excuse me, is this seat taken? P: No, it isn't. O: Is it OK if I sit here? P: Yes, of course. O: Is that your newspaper? P: Yes, it is. O: May I borrow it for a minute? P: Yes, sure.</p>	<p>Q: Good morning. May I see your ticket, please? R: Yes. Here it is. Q: OK. Do you have any luggage? R: Yes, one suitcase. Q: Put it right here. R: Can I carry it on the plane with me? It isn't heavy. Q: No, I'm sorry. It's the wrong size.</p>
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23 SHOPPING

<p>S: Can I help you? T: Pardon me? S: Can I help you? T: Oh, no thanks. I'm just looking.</p>	<p>U: Can you show me some cameras, please? V: Sure. What make do you want? U: I'd like a Minolta. V: This one's very good. It's a new model. U: How much is it? V: \$180 U: Oh, that's too expensive. V: How much can you spend? U: Around \$100. V: Here's one at \$99.50. U: Great! Can you show it to me?</p>	<p>W: Good morning. X: Good morning. How may I help you? W: I'm looking for a textbook. X: What's the title? W: Instant English. Do you have it? X: Yes. It's over here. W: How much is it? X: \$12.00 W: May I see it, please? X: Sure. There you go. W: Thank you. X: Your English is very good. Are you studying it? W: No. I'm teaching it!</p>
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9 WHOSE IS IT?

Dan: Hi there, Erica.
Erica: Hello Dan. Wow! What's that?
Dan: It's a 1936 Cord.
Erica: It's beautiful! Is it your car?
Dan: No... No it isn't.
Erica: Whose car is it?
Dan: It's Jessica Montana's car.
Erica: Jessica Montana? Who is she?
Dan: She's my boss.

12 AN AMERICAN RESTAURANT

Customer: Waiter! I'd like the menu, please.
Waiter: There you go, sir.
Customer: Thanks.... I'd like some soup....
Waiter: Tomato soup?
Customer: Yes, and I'd like a steak.
Waiter: Rare, medium, or well-done?
Customer: Medium, please.
Waiter: Which vegetables would you like?
Customer: I'd like some potatoes, some peas... oh, and a green salad
Waiter: Certainly, sir. Would you like dressing on your salad?
Customer: Please.
Waiter: Which salad dressing would you like, sir?
French? Italian? Thousand Island? Oil and vinegar...?
Customer: Oil and vinegar, please.

21 WHAT ARE THEY DOING?

Laura: (Telephone ringing) Hello.
Jamie: Hello, Laura. Is Scott there?
Laura: Oh, hi, Jamie. Yes, he is. But he's busy.
Jamie: Is he working?
Laura: No, he isn't working. He's in the kitchen.
Jamie: What's he doing?
Laura: He's cooking.
Jamie: What are you doing?
Laura: I'm reading

8 WHICH ONE?

<p>Lucy: Hi, George. It's a great party. George: Thank you. How about some more salad? Lucy: Thanks. George: Which plate is yours? Lucy: That one's mine. George: Which one? Lucy: The empty one!</p>	<p>George: Charles and Lucy would like some more coffee. Linda: OK. Which mugs are theirs? George: Uh, the blue one's his, and the white one's hers. Linda: Are you sure? George: Um, I don't know. Linda: George! Give them fresh mugs. There are some on the shelf.</p>	<p>Charles: Good night and thanks for a lovely evening. George: Now, which coats are yours? Charles: Those coats are ours. George: Which ones? Charles: The black one and the gray one. George: Ah, yes.... Charles: Thanks. The gray on mine and the black one's hers.</p>
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CONTENT: To name different parts of the world.		MATERIAL: English for Life, CD 1, DVD Oxford DVD ENGLISH WAY vol 3, map of the world.	Class 17	UNIT 25
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Give students a map of the world. Ask students to stand up. Ask questions about the map. Students point to it in the map. • Play the DVD OXFORD: SMART CHOICE 2 UNIT 4 GEOGRAPHY QUIZ. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			
1	<ul style="list-style-type: none"> • PLAY LISTENING 25.1 (CD 1 track 56) • Drill the words. • Language note. Drill the examples. • Explain the use of THE 			
2	<ul style="list-style-type: none"> • Focus on the list of places and the map. Put students in pairs to do the exercise. • ANSWERS: 1- the Rockies are in North America. 2- France is in Europe. 3- The River Amazon is in South America. 4- Mount Everest is in Asia. 5- New Zealand is in Oceania. 6- Lake Victoria is in Africa. 7- The South Pole is in Antarctica. 8- Canada is in North America. 			
3	<ul style="list-style-type: none"> • PLAY LISTENING 25.2 (CD 1 track 57) - Audio Script at the end of the book. • Tell students to listen and match Jules and Lidia with a place. • Audio script 25.2 (CD 1 track 57) at the end of the book. • PLAY LISTENING 25.2 (CD 1 track 57) • Tell students to listen to item 1 again and write down where Jules and Linda started and where they finished. • ANSWERS: 1- the Pacific. 2- Africa. 3- Europe. 4- North America. • ANSWERS: 1- started in South America, finished in Asia. 2- started in the Canary Island, finished at the Indian Ocean. 3- started at the Arctic Ocean, finished at the Mediterranean. 4- started in New York, finished in San Francisco. 			
4	<ul style="list-style-type: none"> • Say one place that you want to visit. Explain why you want to visit this place. • Ask one student a place that he / she would like to visit and why. Then ask one by one a place. 			
PRONUN	<ul style="list-style-type: none"> • Model pronunciation. Ask: Which is the stressed syllable? Repeat with Sahara. • Don't play the audio now. Put students in pairs and tell them to discuss and decide which one is the stressed syllable of the words. • PLAY LISTENING 25.3 (CD 1 track 58) • ANSWERS: Stress on the first syllable: Africa, The Amazon, The Rockies, Europe, Asia. Stress on the second syllable: The Sahara, America, the Pacific, Antarctica, the Atlantic. • ANSWERS: syllable with schwa sound: Africa, Sahara, America, Pacific, Amazon, Antarctica, Europe, Asia. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 3: LESSON 1 I NEED A BLACK COAT: play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. • Play the DVD OXFORD: SMART CHOICE 1 UNIT 9 A GOOD PLACE TO VISIT, play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			

CONTENT: To talk about intentions and future events.

MATERIAL: English for Life, CD 1, DVD ENGLISH WAY vol 9.

Class 17

UNIT 26

STEPS	ATIVIDADE
1	<ul style="list-style-type: none"> • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Who can you see? - Where are they? - What are they doing? • PLAY LISTENING 26.1 (CD 1 track 60) • Underline new vocabulary • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - What part did Jordan have in the TV advert? - When did Jordan make the TV advert? - Where are they going to watch the advert?
2	<ul style="list-style-type: none"> • Explain <i>going to for future</i>. • Students read the text and underline examples of <i>going to (intentions)</i>.
3	<ul style="list-style-type: none"> • Put students in pairs to read the cues and make two sentences for each one. • ANSWERS: 1- Jordan isn't going to be in a film. He's going to be in a TV advert. 2- They aren't going to watch it at Jordan's place. They are going to watch it at Lucy's place. 3- It isn't going to be on at eight o'clock. It is going to be on at about 9:30. 4- They aren't going to have a party first. They are going to have a drink first. Jordan isn't going to be the star. He's going to be one of the robots.
4	<ul style="list-style-type: none"> • Grammar table Explain <i>negative and interrogative sentences</i>. • Ask questions about the text in exercise 1 to elicit answers. <ul style="list-style-type: none"> - Is Sarah going to watch a film tonight? - Are they going to watch the advert at Lucy's place? - Who's going to watch the advert?
5	<ul style="list-style-type: none"> • PLAY LISTENING 26.2 (CD 1 track 61) - Audio Script at the end of the book. • Tell students to listen and match Andy with an activity. • Focus on the first item in exercise 5a. • ASK: Is Andy going to play tennis? • Put students in pairs to ask and answer about the people. • ANSWERS: 1- E 2- F 3- D 4- A 5- C 6- B
6	<ul style="list-style-type: none"> • Tell students about the things you are / aren't going to do this evening. • Put students in pairs to have a conversation about the things they are / aren't going to do. • Put students in pairs and tell them to ask questions to each other using the topics given.
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 9: LESSON 1 ALONE AT HOME, play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better.
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 26) and Old Edition (UNIT 26).

CONTENT: To write about a future trip.		MATERIAL: English for Life, CD 1,	Class 18	UNIT 27
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Twenty Questions: Think of a place that students will recognize (you can use the places from lesson 25), but don't say the name of the place. Tell students they have to ask you yes / no questions to guess the place. They have only 20 questions to guess the place. 			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> • <i>What can you see? What are the people doing? What's the weather like?</i> • In pairs ask to each student to read the questions and the answer them. • ANSWERS: 1- Rachel Morgan and Stefan Popko. 2- Rachel is from Wales and Stefan is from Poland. 3- Take part in the global challenge race. 			
2	<ul style="list-style-type: none"> • PLAY LISTENING 27.1 (CD 1 track 62) - Audio Script at the end of the book. • Tell students to listen and choose the correct ending. • In pairs, they compare answers. • ANSWERS: 1- A 2- C 3- C 4- A 5- B 			
3	<ul style="list-style-type: none"> • Drill numbers • SAY: 56,000. Tell students to write down what the number refers to. • PLAY LISTENING 27.1 (CD 1 track 62) • In pairs students write for each number. • Dictate the following numbers. 112,000 / 12,000 / 3,095 / 2,000,000. • Students come to the board and write one of the numbers. • ANSWERS: 1- They are going to travel over 56,000 kilometres. 2- The race is going to take about 150 days. 3- There are going to be 12 yachts. 4- There are going to be 18 people on each yacht. 5- The yachts are about 22 metres long. 6- They can only take 1 kilo of luggage with them. 			
4	<ul style="list-style-type: none"> • Ask students to find Rachael and Stefan's starting point. • PLAY LISTENING 27.1 (CD 1 track 62) • Tell them to listen and draw Rachael and Stefan route 			
5	<ul style="list-style-type: none"> • Put students in pairs to read and complete the text. • ANSWERS: 1- Rachael 2- Stefan 3- Global Challenge race. 4- Wales. 5- is from Poland. 6- round the world. 7- yacht 8- from west. 9- east. 10- goes from west to east. 11- from east to west. 12- over 56,000 13- about 150 days. 14- twelve 15- eighteen. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> • PRE READING QUESTIONS <ul style="list-style-type: none"> • <i>What's happening? What are the people doing?</i> • Read the text as a class. • POS READING QUESTIONS <ul style="list-style-type: none"> • <i>How often is the London Marathon?</i> • <i>How many universities take part in the boat race on the River Thames?</i> • <i>When is the London to Brighton rally?</i> • Find out if students have taken part in any famous races. Ask students about famous races. What they know about it. 			
HOMEWORK	<ul style="list-style-type: none"> • Ask students to bring pictures from their family next class. 			

CONTENT: To express doubt.		MATERIAL: English for Life, CD 2, Wrong sentence game, DVD Oxford	Class 18	UNIT 28
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • WRONG SENTENCE: Divide students in three groups, then give each group a sheet of paper with wrong sentences and tell them to correct the sentences. If they don't find the mistake help them and explain why is wrong. The sheet of paper is divided by numbers so each group must have just one number. 			
1	<ul style="list-style-type: none"> • In pairs ask students to look back at episodes 2 and 3 and answer the question. 			
2	<ul style="list-style-type: none"> • PRE LISTENING QUESTION Picture 1: Where is Sarah? Who is she with? What are they doing? Do they look happy? Picture 2: Where is Peter? What is he doing? Who is he talking to? Does Peter look happy? Picture 3: Does Ryan look shocked? Why? • PLAY LISTENING 28.1 (CD 2 track 2) • Underline new vocabulary. • ASK: Why is Sarah happy? Is Peter happy too? • Ask some questions about the text to check comprehension Picture 1: Who is Sarah going to marry? Where are they going to live? Where does Sarah's family live? When is the wedding going to be? Picture 2: Is Peter happy about getting married? Where was Peter's company? Does Jordan know Starlight Properties? Is it a computer company? What sort of Café are Starlight Properties going to open? Picture 3: Is the new Internet Café good news for Ryan or bad news? • ANSWERS: Sarah is happy because she is going to get married. No, he isn't happy because a big Internet café is going to open up next to the coffee shop. 			
3	<ul style="list-style-type: none"> • Put students in pairs to answer the questions. • In pairs students correct false statements: 3, 4 and 7 • ANSWERS: 1-F 2-T 3-F 4-F 5-T 6-T 7-F 8-T • ANSWERS: 3- Peter's parents live in the USA. 4- Peter wants to get married. 7- They want to open an Internet café. 			
4	<ul style="list-style-type: none"> • Everyday expressions. Tell students to find and underline them in the text. • Ask students to complete the expressions. Drill each expression. • Put students in pairs to ask and reply to the questions, using expressions from exercise 4a. • ANSWERS: know, sure, maybe, probably. • SUGGESTED ANSWERS: 1- We don't know yet. 2- We aren't sure. 3- Yes, probably. 4- Yes, probably. 5- Maybe. 6- We don't know yet. 			
5	<ul style="list-style-type: none"> • Language check. Tell students to look at the first picture. • Ask them to read the text again and underline all the examples of going to. • ANSWERS: Picture 1: Peter and I are going to get married. It's going to be complicated. Where are you going to live? Picture 2: ... It seems they aren't going to use the building for offices. What are they going to do, then? People say they are going to open a big Internet café. 			
6	<ul style="list-style-type: none"> • In pairs practice the story. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Ask students to bring their up to date family picture. • Play the DVD OXFORD: SMART CHOICE 1 UNIT 12 FUTURE PLANS play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			
homework	<ul style="list-style-type: none"> • Composition 05: Write 20 sentences using "going to". Mix affirmative, negative, interrogative and Wh questions 			

CONTENT: To describe a person's appearance.		MATERIAL: English for Life, CD 2, DVD Oxford	Class 19	UNIT 29
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PLAY LISTENING 29.1 (CD 2 track 3) • Students repeat. Explain vocabulary. • In pairs students list other words they know to describe people's appearance. • Language note. Drill the examples. • In pairs and with the family picture, students describe the people from the photo. 			
2	<ul style="list-style-type: none"> • PLAY LISTENING 29.2 (CD 2 track 4) - Audio Script at the end of the book. • Tell students to listen and choose the word that is used to describe people. • PLAY LISTENING 29.2 (CD 2 track 4) - Audio Script at the end of the book. • Tell them to listen and tick the adjectives that have a modifier. • Tell students to listen again and write the modifiers that are used with each adjective. • ANSWERS: 1- slim, tall, middle-aged, medium-length, wavy, dark, pretty, 2- Young, medium height, overweight, curly, fair, blue moustache. • ANSWERS: modifiers 1: quite slim, not very tall, very dark, quite pretty. Modifiers 2: quite young, a bit overweight, very curly. 			
3	<ul style="list-style-type: none"> • Explain that you are going to describe a famous person. Tell students to listen and guess the person. Use adjectives from exercise 1 two describe the person. • Flash cards: Give to each student a picture of a famous person. Ask one out to go in front of the class. The others ask questions to this student. Example: Are you a woman? Are you a singer? Are you blond? The student who is in front can only say Yes or No. 			
4	<ul style="list-style-type: none"> • What information goes in a description? • Use the adjectives and modifiers in exercises 1 and 2 to describe yourself. • In pairs ask students to write a description of themselves. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> • Read through the text together. • Ask students if they have similar or different ways of being tactful in their language(s). 			
Resource Activity	<ul style="list-style-type: none"> • Play the DVD OXFORD: SMART CHOICE 1 UNIT 8 MY IDEAL LIFE PARTNER play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. • Play the DVD OXFORD OXFORD FIRST CHOICE UNIT 3 FAMILY for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about the sitcom. Play again with subtitle now for students to understand better. 			
Homework	<ul style="list-style-type: none"> • Composition 06: Describe a famous person and bring a picture. 			

CONTENT: To describe things and activities.		MATERIAL: English for Life, CD 2, flash cards, DVD ENGLISH WAY vol 6, DVD Oxford	Class 19	UNIT 30
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> FLASH CARDS: give one picture to each student. In pairs they have to describe the pictures. 			
1	<ul style="list-style-type: none"> PRE LISTENING QUESTIONS - <i>Who can you see?</i> - <i>What is the chef thinking?</i> PLAY LISTENING 30.1 (CD 2 track 5) - Underline new vocabulary. POS LISTENING QUESTIONS <ul style="list-style-type: none"> <i>Does the woman work on TV or in a restaurant?</i> <i>Did the girl sing well? Did she choose a good song?</i> <i>Did the man enjoy the meal?</i> In pairs students practice the text one reading to each other. 			
2	<ul style="list-style-type: none"> Grammar table. Explain adjective and adverb. Students underline adjectives in exercise 1 Students circle adverbs in exercise 1 			
3	<ul style="list-style-type: none"> PLAY LISTENING 30.2 (CD 2 track 6) - Audio Script. Students make the sentence with an adverb <div> <div>1 She's a good driver. She drives well.</div> <div>2 He's a dangerous driver. He drives dangerously.</div> <div>3 She's a careful driver. She drives carefully.</div> <div>4 He's a bad driver. He drives badly.</div> <div>5 She's a fast driver. She drives fast.</div> <div>6 He's a slow driver. He drives slowly.</div> </div>			
4	<ul style="list-style-type: none"> Put students in pairs and tell them to do the exercise. They have to make a sentence by putting the words in order. ANSWERS: 1- You're a great dancer. 2- He cooks very well. 3- You play the guitar badly. 4- It was a delicious meal. 5- she sang the song perfectly. 6- he plays the piano beautifully. 7- you chose a good song. 8- he's an excellent waiter. 			
5	<ul style="list-style-type: none"> Still in pairs students now have to choose the correct word. Put students in pairs to ask and answers the questions. Read the Language note. Drill the examples as class. ANSWERS: 1- good 2- carefully 3- badly 4- nice 5- easily 6- quickly. 			
6	<ul style="list-style-type: none"> Ask students to give their opinion about something they think is interesting. Do the same with the other examples. 			
7	<ul style="list-style-type: none"> Tell students to write something about their lives using those words. Ask individual students to tell the class. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> Play the DVD ENGLISH WAY VOL 6: LESSON 2 A HEADACHE play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. Play the DVD OXFORD: SMART CHOICE 3 UNIT 7 CHANGING THE WAY I LOOK play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			
HOMEWORK	<ul style="list-style-type: none"> Grammar book: new and Old Edition (UNIT 85, 86). Composition topic: <i>Describe a famous person and bring a picture.</i> 			

CONTENT: To talk about personality, likes and dislikes.		MATERIAL: English for Life, CD 2, DVD Oxford	Class 20	UNIT 31
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PLAY LISTENING 31.1 (CD 2 track 7) • Students repeat • Ask students to call out any other words they know to describe personality. 			
2	<ul style="list-style-type: none"> • Put students in pairs. Tell them to interview their partner asking the question in the quiz • Tell students to calculate their partner's score on the questionnaire. 			
3	<ul style="list-style-type: none"> • PLAY LISTENING 31.2 (CD 2 track 8) • Go through the words in exercise 1. Tell students to write the words in the correct places. • In pairs they compare their answers • Ask students to look to find the paragraph that corresponds to their score. • Language note. Drill the examples. • Ask students to put the words in order from the most positive to the most negative. • Ask questions about the activities in the table. <i>Do you like dancing (name of a student)?</i> • ANSWERS: 1- confident 2- generous 3- lazy 4- hard-working 5- selfish 6- shy 7- quiet 8- noisy. 			
4	<ul style="list-style-type: none"> • Tell students to look at the activities in exercise 2a and write a paragraph about their likes and dislikes • Put students in pairs to have a conversation about likes and dislikes. 			
Resource Activity	<ul style="list-style-type: none"> • Play the DVD OXFORD: SMART CHOICE 3 UNIT 4 WHAT IS A FRIEND? play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 52#1/2/4) and Old Edition (UNIT 52). 			

CONTENT: To describe things in a shop.		MATERIAL: English for Life, CD 2, DVD ENGLISH WAY vol 5, DVD Oxford	Class 20	UNIT 32
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Where are the people? What is the customer pointing at? What do you think the assistant is saying? • PLAY LISTENING 32.1 (CD 2 track 9) • POS LISTENIN Does the customer want gold or a silver watch? How much are the small watches? Which watch does the man try on first? What's wrong with it? • Practice the conversation. • Language note. Explain THIS, THESE, THAT and THOSE. ONE and ONES. • Drill the examples as a class. 			
2	<ul style="list-style-type: none"> • Put students in pairs. Tell them to make questions and answers using the cues. • Nominate pairs of students to read out one of the conversations. • ANSWERS: 1- Do you like this mobile? I prefer the other one. 2- Do you like those earrings? I prefer the gold ones. 3- Do you like these bags? I prefer those ones. 4- Do you like that camera? I prefer the small one. 5- Do you like this watch? I prefer the black one. 6- Do you like these shoes? I prefer the brown ones. 7- Do you like this umbrella? I prefer the large one. 8- Do you like these sunglasses? I prefer the other ones. 			
3	<ul style="list-style-type: none"> • Everyday expressions. • Tell students to find and underline them in the text. • Point to the gap and ask students to supply the missing word. • Ask students to complete the expressions. • Drill each expression as a class. • ANSWERS: help, much, look, like, prefer, it. 			
4	<ul style="list-style-type: none"> • Ask students to describe the two bags and the two pairs of earrings. • Tell students to listen to the two conversations and write the price of each item. • PLAY LISTENING 32.2 (CD 2 track 10) Audio Script at the end of the book • Tell students to listen to the conversations again and tick the items that the people buy. • ANSWERS: 1- large bag €50. 2- small bag € 32. 3- gold earrings € 115 4- silver earrings € 72 			
5	<ul style="list-style-type: none"> • Nominate two students, A and B, to make the first conversation. A is the assistant and B is the customer. • Put students in pairs. Tell them to make two conversations about the items in exercise 4. 			
PRONUN	<ul style="list-style-type: none"> • PLAY LISTENING 32.3 (CD 2 track 11) • Model the pronunciation. • Put students in pairs. Tell them to say the remaining sentences and mark the stress in each line. • ANSWERS: 2- Can we have a look, Can we have a look at the large one? 3- Would you like to see, Would you like to see the other one? 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 5: LESSON 2 SHOPPING. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. • Play the DVD OXFORD: SMART CHOICE 2 UNIT 7 WHAT KIND OF SHOPPER ARE YOU? Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 74#1/2, 75all) and Old Edition (UNIT 74, 75). 			

CONTENT: Correction	MATERIAL: Grammar in use, EFL book, Sentences in Portuguese	Class 21	Grammar Correction
STEPS	ATIVIDADE		
	<ul style="list-style-type: none"> • Give a clap for each done UNIT. • Grammar Book: 26, 85, 86, 52# 1/2/4, 74# 1/2, 75 • Composition 05. • Composition 06 		
EFL REVIEW ANSWERS	<ul style="list-style-type: none"> • Book page 89. Do it one by one. <ul style="list-style-type: none"> ✓ Vocabulary: Students do it and then you can correct. ✓ Grammar: Students do it and then you can correct. ✓ Skills: Students do it and then you can correct. ✓ English for Everyday Life: Students do it and then you can correct. <p>REVIEW ANSWERS 25/32</p> <p>2 1 sixties 2 short 3 overweight 4 short 5 middle-aged 6 tall 7 fair 8 moustache</p> <p>3 1 Manos is going to meet his girlfriend 2 Are Hajer and Naila going to make dinner? 3 I'm not going to watch TV tonight. 4 Are you going to phone your sister? 5 Is Rosanna going to study tomorrow? 6 The match is going to start at three o'clock 7 We aren't going to go to the party</p> <p>4 1 easily 2 well 3 badly 4 quickly 5 fast 6 carefully</p> <p>5 1 He doesn't sing very well. 2 ok 3 They play football badly. 4 India sounds beautiful. 5 She's a terrible teacher. 6 This is an easy exercise. 7 ok</p> <p>6 1 an old boat 2 John 3 August 4 five (France, Spain, Morocco, Italy, Greece) 5 No, she isn't. 6 John's cat.</p> <p>7 1 c 2 a 3 d 4 b</p> <p>8 1 generous 2 Lazy 3 noisy 4 shy</p> <p>9 1 probably 2 Maybe 3 know 4 sure</p> <p>10 1 Can I help you? 2 How much is this pen? 3 I'll take it. 4 Would you like to see the other one? 5 Can I have that one?</p>		

Sentences in Portuguese

Unit 26

Amanha não vou estudar inglês.

Vocês vão jogar tênis no sábado? " Não, vamos jogar futebol."

Estou com sede. Vou tomar um copo d'agua.

Marisa vai comprar um carro?

O céu está cinzento e faz frio. " Sim, vai nevar."

Quando chegar em casa, vou tomar uma ducha. (chegar em casa= get home)

Unit 85

Você gosta destes sapatos pretos?

Gosto deste vinho italiano. É muito bom.

Moram em uma casa velha

O que você está cozinhando? Cheira bem?

Este bolo está cheirando bom e tem um gosto delicioso.

Li um livro muito interessante.

Unit 86

Seus pais falam espanhol muito bem.

De repente, a luz se apagou. (apagar-se= go out)

Dinje com cuidado. Esta estrada é perigosa.

Eu escrevo mal. Cometo muitos erros.

Você pode falar devagar, por favor? Quase não conseguimos entendê-lo.

Não gosto de andar devagar.

Unit 52

Gosto de ler o jornal, mais me esqueci de comprá-lo esta manhã.

Meu vizinho prometeu parar de fazer barulho.

Começou a chover e Bruce tentou encontrar um táxi.

Você gostaria de jogar futebol? "Prefiro jogar tênis."

Sandra sugeriu ir à praia, mas seu marido queria ficar em casa.

Unit 74

Esta xcara está suja

Estes carros são novos.

Olhe esse carrol Quero um assim.

Unit 75

Estas laranjas estão muito doces. Você quer uma? (doce= sweet)

Dê-me as chaves. "Quais?"

Preciso de um copo. "Este grande? "Não, um pequeno."

Esta toalha está molhada. Preciso de uma seca.

Gosto dessas rosas. "Quais? As vermelhas ou as brancas?"

Que camisa você prefere, a azul ou a branca?

CONTENT: To talk about TV programmes.		MATERIAL: English for Life, CD 2, DVD Oxford	Class 22	UNIT 33
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> Have a conversation with students about TV programmes. Ask if they like to watch TV, what they think about the TV programmes. 			
1	<ul style="list-style-type: none"> PLAY LISTENING 33.1 (CD 2 track 12) Repeat 			
2	<ul style="list-style-type: none"> Put students in pairs. Tell them to write down other types of TV programmes. Language note. Drill the examples as a class. POSSIBLE ANSWERS: a current affairs programme, a costume drama, a courtroom drama, a western, a music show, a comedy programme, a cookery programme. 			
3	<ul style="list-style-type: none"> PLAY LISTENING 33.2 (CD 2 track 13) - Audio Script at the end of the book. POS LISTENING QUESTIONS <ul style="list-style-type: none"> What are the people talking about? Tell students to listen to the first conversation and write the programmes that they like and dislike. ANSWERS: 1 BOB: likes: the news, the weather forecast, documentaries. Dislikes: reality TV show. ANNA: likes: game shows, soap opera. Dislikes: sports programmes. 2 JULIE: likes: sitcoms, hospital dramas. Dislikes: news documentaries. IGOR: likes: films, chat shows. Dislikes: soap opera, sitcoms. 			
4	<ul style="list-style-type: none"> Put students in pairs to ask answer the questions. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> Read the text. POS LISTENING READING <ul style="list-style-type: none"> How many types of channels are there in Britain? Who gets money from the government? How often do people have to pay licence fee? Have a conversation with your students about channels in Brazil. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> WRITE. What's on _____ channel at _____ o'clock? What films can you watch on _____ channel? FLASH CARDS: give each student a TV program. In pairs students find the name of the programme and have a conversation. Play the DVD OXFORD: SMART CHOICE 3 UNIT 2 TV. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better 			

CONTENT: To talk about past experiences.		MATERIAL: English for Life, CD 2, DVD English way vol 10, DVD Oxford	Class 22	UNIT 34
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Who can you see? - What's on TV? • PLAY LISTENING 34.1 (CD 2 track 14) • Underline new vocabulary. • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Who has no chance of winning the lottery? - Has Lucy won anything this week? - How much has Jordan won on the lottery? - Who has never bought a lottery ticket? • Put students in pairs to practice the conversation. 			
2	<ul style="list-style-type: none"> • Grammar table Explain <u>Present Perfect tense</u>. • Ask student to look at the text in exercise 1 and underline the <i>affirmative</i> sentences. Make them <i>negative</i>. 			
3	<ul style="list-style-type: none"> • Put students in pairs and ask them to answer the question. 			
4	<ul style="list-style-type: none"> • Ask students about their experiences. Now tell students to make sentences about themselves 			
5	<ul style="list-style-type: none"> • Grammar table. Explain questions and short answers. • Drill the examples. 			
6	<ul style="list-style-type: none"> • PLAY LISTENING 34.2 (CD 2 track 15) - Audio Script. • Students make a question with <i>Have you ever...?</i> Then listen and repeat. <div style="display: flex; justify-content: space-between;"> <div> 1 win a prize. Have you ever won a prize? 3 see a film in English. Have you ever seen a film in English? 5 buy a car. Have you ever bought a car? </div> <div> 2 go to Africa. Have you ever been to Africa? 4 ride a horse. Have you ever ridden a horse? 6 have a cat. Have you ever had a cat? </div> </div>			
7	<ul style="list-style-type: none"> • Write: <i>Be on TV or the radio</i>. Ask students to make a question using <i>have you ever</i>. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 10: LESSON 3 THAT'S FANTASTIC NEWS! Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. • Play the DVD OXFORD: SMART CHOICE 2 UNIT 2 MOVIES for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about the sitcom. Play again with subtitle now for students to understand better. 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 17) and Old Edition (UNIT 18). • Composition topic 07: Ask me 20 questions using "Have you ever...?" 			

CONTENT: To understand a news story.		MATERIAL: English for Life, CD 2, Flash Cards.	Class 23	UNIT 35
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> FLASH CARDS DOMINOES: Devide students in three groups. Give to each group some cards. Together, the students must connect the cards to make sense. 			
1	<ul style="list-style-type: none"> PRE LISTENING QUESTIONS • Where would you see these texts? PLAY LISTENING 35.1 (CD 2 track 16) Underline new vocabulary. POST LISTENING QUESTIONS 1: Where is the G8 meeting? 2: Who has taken jewels from a shop in Paris? 3: How many people have died in the storm? 4: What has happened in Glasgow? 5: Where was the accident? 6: What sort of programme won the Independent award? 7: Who has married an actor? 			
2	<ul style="list-style-type: none"> PLAY LISTENING 35.1 (CD 2 track 16) - Audio Script at the end of the book. Students listen and underline two mistakes in each story. Don't ask them to correct the mistakes yet. ANSWERS: 1- G8 countries, Berlin. 2- money, jeweller's shop. 3- North, buildings. 4- four, house. 5- lorry, junction 8. 6- comedy programme, TV 7- soap opera, producer. 			
3	<ul style="list-style-type: none"> Play the audio again and tell student to correct the mistakes. Students together compare their answers. Ask students to bring some news from newspaper or magazines for next class. (Be prepared in case they don't bring, so prepare some news to give to students who don't have and have a discussion with them about it.) Language note. Drill the examples ANSWERS: EU countries, Budapest. 2- gold, a bank. 3- South, villages. 4- two, a factory, 5- a small plane, junction 7. 6- game show, radio. 7- sitcom, writer. 			
4	<ul style="list-style-type: none"> Ask student to change the headline into a full sentence. Put students in pairs to complete the exercise. ANSWERS: 1- Thieves have stolen a famous painting. 2- Police have closed the / a bridge. 3- A storm has hit the west coast. 4- A fire has destroyed the / a cinema. 5- The local team has won the cup. 6- A lorry has killed a dog. 7- A film star has visited the / a school. 8- The prime minister has flown to Tokyo. 			
5	<ul style="list-style-type: none"> Put students in pairs. Tell them to think about what has been in the news recently. Tell them to write at least three headlines. 			
REVISION	<ul style="list-style-type: none"> PLAY LISTENING 35.2 (CD 2 track 17) Model the pronunciation. Drill the sound as a class. Put students in pairs. Tell them to put them in the correct column. PLAY LISTENING 35.3 (CD 2 track 18) ANSWERS: Shop: comedy, tropical, strong, lorry. Storm: more, sport, short, forecast. Stolen: both, programme, closed, broken. Money: won, government, love, some. 			
HOMEWORK	<ul style="list-style-type: none"> Grammar book. New Edition (UNIT 15) and Old Edition (UNIT 16). Ask students to bring some news from newspaper or magazines for next class 			

CONTENT: To give and give respond opinions.

MATERIAL: English for Life, CD 2

Class 23

UNIT 36

STEPS	ATIVIDADE
1	<ul style="list-style-type: none"> • Ask questions about the previous episodes. <ul style="list-style-type: none"> • Who's going to get married? • What did Starlight Properties buy? • What are they going to do with the building? • Is this good news for Ryan and Cindy?
2	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> • Where are they? • What are they doing? • Who can you see? • PLAY LISTENING 36.1 (CD 2 track 19) • Underline new vocabulary. • POS LISTENING QUESTIONS <ul style="list-style-type: none"> • Picture 1: Who is Jordan talking to? Who has just arrived? Where is Anna standing? Has Jordan worked with any of the actors and actresses? Are any of the people standing near the kitchen famous? What's Anna's surname? Is Anna an actress? Does Peter know Anna? • Picture 2: What is Lucy doing? Who is with her? What is Sarah wearing? Where is Ryan? Has Ryan's wife come to the party? Is Cindy standing with her husband? Who might be on the balcony? Has Peter talked to Ryan about the new café? • Picture 3: Why do you think Lucy, Sarah, and Peter look shocked? Did Cindy hear everything that Peter and Lucy said? • ANSWERS: Someone is going to open a café next door to the coffee shop.
3	<ul style="list-style-type: none"> • In pairs tell students to read the text again and choose the correct word. • ANSWERS: 1- Jordan's 2- kitchen 3- an advert. 4- red. 5- Russell 6- outside 7- happy 8- don't know.
4	<ul style="list-style-type: none"> • Everyday expressions Tell students to find and underline them in the text. • Ask students to complete the expressions. Drill each expression as a class. • Ask them what they think about a reality show. • Put students in pairs to express their opinions about the item on the list. • Practice the conversations. Check pronunciation. • ANSWERS: think, believe, so, so.
5	<ul style="list-style-type: none"> • Language check Tell students to underline all the examples of the present perfect on the text. • ANSWERS: picture 1: I've seen that blonde woman in the red dress before. Picture 2: He probably hasn't heard about the new café. We haven't said anything.
6	<ul style="list-style-type: none"> • Focus on the story. Put students in groups. Tell them to practice the story, each taking one part. • Give students an opportunity to practice each role. • Ask one group to act out the story for the rest of the class.

CONTENT: To talk about some health problems.		MATERIAL: English for Life, CD 2, flash cards, package of letters, DVD ENGLISH WAY vol15	Class 24	UNIT 37
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> In pairs give one package to each pair, and make them to put the words in order. In each package there are 4 words divided by colors (white, yellow, pink and green). The words are in the book, so the students know all of them. <div style="display: flex; justify-content: space-between;"> <div> <p>Restaurant / visitors / single / family</p> <p>Bee / fair / wallet / pub</p> <p>Motorbike / children / snack bar / nephew</p> <p>Grandparents / diary / shop / daughter</p> </div> <div> <p>Everything / coffee / because / cousin</p> <p>Pronunciation / phone / jogging / radio</p> <p>Supermarket / songs / uncle / cake</p> <p>Afternoon / conversation / Monday / hair</p> </div> </div>			
1	<ul style="list-style-type: none"> FLASH CARDS: REVIEW ANSWERS parts of the body. PLAY LISTENING 37.1 (CD 2 track 20) Mime one of the pictures. ASK: <i>What's wrong with me?</i> Repeat with different pictures. 			
2	<ul style="list-style-type: none"> Put students in pairs. Tell them to list other illness. Language note. Drill the examples. Teach <i>Possessive Adjectives</i>. 			
3	<ul style="list-style-type: none"> In pairs ask students to make a sentence in present perfect. ANSWERS: 1- She's bruised her knee. Her knee is painful. 2- I've got a rash on my leg. My leg itches. 3- He's sprained his wrist. His wrist's swollen. 4- You've cut your finger. Your finger is bleeding. 5- She's burnt / burned her hand. Her hand's painful. 6- I've bruised my thumb. My thumb's swollen. 			
4	<ul style="list-style-type: none"> Go through the remedies. Drill each item as a class. PLAY LISTENING 37.2 (CD 2 track 21) - Audio Script at the end of the book. Tell students to listen and write the problems next to the correct remedy. ANSWERS: A- ice: a swollen wrist B- plasters: a cut hand C- cream: a rash D- painkillers: a headache E- cold water: a burnt finger. F- tissues: nose is bleeding. 			
5	<ul style="list-style-type: none"> Nominate two students to read the example conversation. Put students in pairs. Tell them to make six conversations using the table in exercise 4. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> Play the DVD ENGLISH WAY VOL 15: LESSON 2 I'M RUNNING A TEMPERATURE! Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			
HOMEWORK	<ul style="list-style-type: none"> Grammar book: New Edition (UNIT 60) and Old Edition (UNIT 60). 			

CONTENT: To talk about accidents.		MATERIAL: English for Life, CD 2, flash cards, DVD Oxford	Class 24	UNIT 38
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Give a group of cards to each student with pronouns. Tell them to organize the pronouns in subject pronoun and object pronoun. Tell the students that you are going to read sentences which have gaps in them and that they will have to be fast enough to raise their flashcards which contain the right pronoun to complete the sentence you read. 			
	<ol style="list-style-type: none"> 1- I don't want any chips. Do you want _____? (them) 2- Mark and _____ were dating in the past. (I/ she/ you) 3- The teacher helped _____ with math because we had a lot of trouble. (us) 4- David spoke to his sister. _____ is a teacher. (she) 5- _____ am in Canada. (I) 6- You asked _____ a question and I didn't know. (me) 7- Take this newspaper. _____ is for my mom. (it) 8- My parents live in Brazil. _____ love it. (they) 9- I like her because _____ is my best friend. (she) 10- I have 3 cats. _____ are so cute. (they) 			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Who can you see? Where are they? What's wrong with Ryan? Why do you think Peter is laughing? • PLAY LISTENING 38.1 (CD 2 track 22) • Underline new vocabulary. • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Who can't walk properly? When did Ryan hurt his foot? How? What's wrong with his foot? - Who did the laptop belong to? Why was Peter's laptop in the coffee shop? • Nominate two students to read the conversation. Put the students in pairs to practice the conversation. 			
2	<ul style="list-style-type: none"> • Grammar table. Teach present perfect and simple past. Drill the examples. 			
3	<ul style="list-style-type: none"> • PLAY LISTENING 38.2 (CD 2 track 23) - Audio Script at the end of the book. • Students change the sentence into simple past. 			
4	<ul style="list-style-type: none"> • PLAY LISTENING 38.3 (CD 2 track 24) - Audio Script at the end of the book. • Tell students to listen and answer the questions. • Nominate two students to read the examples conversation. • In pairs, tell them to make three conversations using the information from exercise 4a. • ANSWERS: 1- She's sprained her elbow, she fell downstairs, on Thursday. 2- He's cut his knee, he dropped a knife on it, yesterday morning. 3- She's bruised her elbow, she hit it against the car door, two days ago. 			
5	<ul style="list-style-type: none"> • Tell students to read the list and tick the things they have done at some time in the past. • Put students in pairs to ask and answer questions about the things they have done. 			
Resource Activity	<ul style="list-style-type: none"> • Play the DVD OXFORD: SMART CHOICE 2 UNIT 9 AN ACCIDENT. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 20) and Old Edition (UNIT 21). 			

CONTENT: To understand and give advice.		MATERIAL: English for Life, CD 2, English way vol 4.	Class 25	UNIT 39
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 4: LESSON 2 IS THIS YOUR BAG? for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about the sitcom. Play again with subtitle now for students to understand better. 			
1	<ul style="list-style-type: none"> • ASK: Where would you find this sort of text? • PLAY LISTENING 39.1 (CD 2 track 25) • Underline new vocabulary. 			
2	<ul style="list-style-type: none"> • Tell students to look at the text and underline the items that are mentioned. • Put students in pairs to compare their answers. In pairs tell them to find out what the text says about each item and think of a reason for the advice. • ANSWERS: 2- jewelry 4- mobile phone and charger 5- plasters 7- vaccinations 8- scissors 9- alcohol 10- toothpaste • SUGGESTED ANSWERS: don't put jewelry in your suitcase (airlines sometimes lose suitcases), don't forget to take your mobile phone and charger (to call family / friends), don't forget to take plasters (for cuts), have any necessary vaccinations (some countries have dangerous diseases), don't put scissors in your hand luggage (you aren't allowed to take them onto a plane), don't forget to take toothpaste (you will need to brush your teeth). 			
3	<ul style="list-style-type: none"> • Language note. Drill each example as a class. • Students rewrite the sentences in a different way. • ANSWERS: don't take more than one book or magazine (they are heavy), drink plenty of water (it prevents dehydration), take some exercise every hour (it's not good for you to sit for a long time) 			
4	<ul style="list-style-type: none"> • Say six things that you always take when you travel. • Ask students six things that they always take when they travel. 			
5	<ul style="list-style-type: none"> • Have a conversation with students. Ask them some advice for people visiting your country. 			
PRONUN	<ul style="list-style-type: none"> • PLAY LISTENING 39.2 (CD 2 track 26) • Model the pronunciation of the plural -es endings. Drill each sound as a class. • Put students in pairs. Tell them to say the words and put them in the correct column. • PLAY LISTENING 39.3 (CD 2 track 27) • ANSWERS: /z/: knives, magazines, bottles, phones, shoes, clothes. /ɪz/: sunglasses, boxes, sandwiches, offices, purses, exercises. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Explain that the students are going to a desert island. Ask students to call out one or two items that they can't live without on the island. Ask why they chose these objects. 			

CONTENT: To understand a conversation at the doctor's.		MATERIAL: English for Life, CD 2, DVD ENGLISH WAY vol 18.	Class 25	UNIT 40
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Where are the people? - Who are they? - Why is the man in the surgery? • PLAY LISTENING 40.1 (CD 2 track 28) • Underline new vocabulary. 			
2	<ul style="list-style-type: none"> • In pairs tell students to read the conversations again and tick the correct answer • ANSWERS: 1- B 2- B 3- A 4- B 5- A 			
3	<ul style="list-style-type: none"> • Nominate two students to act out the conversation. • Put students in pairs to practice. 			
4	<ul style="list-style-type: none"> • Everyday expressions. • Put students in pairs to complete the expressions. • Tell students to check their answers in the conversation in exercise 1 and find and underline the expressions. • ANSWERS: be, start, have, does, better, the. 			
5	<ul style="list-style-type: none"> • PLAY LISTENING 40.2 (CD 2 track 29) - Audio Script at the end of the book. • Tell students to listen to the first conversation and answer the questions. Play the conversations twice. • Put students in pairs. Tell them to make the two conversations. • ANSWERS: conversation 1: 1: her ear hurts. 2- two days ago (on Monday). 3- An infection. 4- One capsule of medicine four times a day. Conversation 2: 1: he's hurt his elbow. 2: yesterday. 3: Bruised. 4- Put some ice on it and take some painkillers. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> • Read through the text as a class. • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Do young people have to pay for prescription? - Who normally pays for medical insurance in the USA? • Ask students questions about health service in Brazil. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 18: LESSON 2 WHERE DOES IT HURT? Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			

HER EAR IS INFECTED. (PAST PRESENT)
 SHE HAS AN EAR INFECTION. (PRESENT PRESENT)

CONTENT: Correction	MATERIAL: Grammar in use, EFL book, Sentences in Portuguese	Class 26	Grammar Correction
STEPS	ATIVIDADE		
GRAMMAR	<ul style="list-style-type: none"> • Give a clap for each done UNIT. • Grammar Book: 17, 15, 60, 20, <i>correction</i> • Composition 07 		
EFL REVIEW ANSWERS	<ul style="list-style-type: none"> • Book page 91. Do it one by one. <ul style="list-style-type: none"> ✓ Vocabulary: Students do it and then you can correct. ✓ Grammar: Students do it and then you can correct. ✓ Skills: Students do it and then you can correct. ✓ English for Everyday Life: Students do it and then you can correct. <p>REVIEW ANSWERS 33/40</p> <ul style="list-style-type: none"> ■ 1 temperature 2 rash 3 bleeding 4 sick 5 headache 6 flu 7 painful 8 burnt ■ 1 Have you ever been to Tunisia? 2 He's never failed an exam. 3 Have they ever visited Madrid? 4 We've never won anything. 5 Has she ever been on TV? 4 1 've forgotten 2 did you see 3 I've broken 4 's gone 5 've missed 6 went 5 1 isn't 2 can 3 Beijing 4 can't 6 1 vaccinations 2 toiletry items 3 water 4 Legs and feet 5 comfortable 6 hand Luggage 7 1d 2a 3b 4a 5c 		

Sentences in Portuguese

Unit 17

Você já visitou o museu?
 Você já viajou de barco?
 Meu irmão nunca esteve em Londres.
 Estudei italiano, mais nunca estudei alemão.
 Você já esteve nos Estados Unidos?
 Ana e Francisco foram para França.
 Aonde foi Luis? Ninguém o viu.
 É tarde. "Onde vocês estiveram?" "Fomos a um encontro."

Unit 15

Terminei meu trabalho
 Convidamos muita gente para a nossa festa.
 Sandra perdeu suas chaves. Você as viu?
 Mary chegou? "Eu não a vi."
 Aonde seus pais saíram em férias?
 Você comprou um computador novo?
 Brian arrumou sua cama.

Unit 60

Meu carro é muito velho.
 Vocês têm seus livros aqui?
 Vejo Carlos e sua irmã aos domingos.
 O senhor pode me mostrar seu passaporte?
 Tire seu casaco, por favor.
 Paulo e sua mãe o estão esperando.
 Nossa casa não fica longe da estação.
 Canterbury é famosa por sua catedral.

Unit 20

Perdi meus óculos. Você os viu?
 Quando chegaram estes livros? "Na semana passada."
 Estudei alemão durante dois anos, mas agora estudo inglês.
 Antônio foi para o Japão há quatro anos e mora lá desde então.
 A que horas você se levantou?
 Você já esteve na Inglaterra? "Sim, fui a Cambridge no verão passado."
 Quando você visitou Laura e Bruno? "Na semana passada."
 Jane voltou dos Estados Unidos? "Sim, eu a vi ontem." (voltar= come back)
 Comprei essa televisão há um mês e ela já quebrou. (quebrar= break down)
 Li todos os livros. Ontem terminei este romance. (romance= novel)

CONTENT: Review Present Perfect		MATERIAL: Essential Grammar in Use, Everyday Conversation Folder, Essential Grammar in Use	Class-27	Review Present Perfect
STEPS	ATIVIDADE			
Whiteboard	<ul style="list-style-type: none"> Explain the Use of Present Perfect in all the ways <p>They haven't learnt <u>since</u> and <u>for</u> yet. They will learn in Unit 74 from English for Life book, but you can teach.</p> <p>There is an explanation down this page that may help you do not forget anything.</p> <p>You can also follow the explanation from Essential Grammar in Use from Unit 15 to 20.</p>			
Essential Grammar in Use	<ul style="list-style-type: none"> Essential Grammar in use pages 258# 16 until 262 			
Everyday Conversation	<ul style="list-style-type: none"> We have a folder in the teacher's room for the students. <p>Separate the class into couples and ask them to rehearse together. One is letter A the other B for example. You teacher monitor. Before you ask them to present in front of the class, listen to the couples individually.</p> <p>They present in front of the class and the other students watch</p> <p>If you have time available, ask them to change some words bring ng into their reality</p>			

Simple Past Time	Present Perfect Action
<p>Aff: Verb past * regular (ed) work – worked - worked</p> <p>* Irregular eat – ate - eaten</p> <p>Neg: Didn't + verb present</p> <p>Int / Wh: Did + verb present</p> <p>USO</p> <ul style="list-style-type: none"> Ação acabada num tempo definido (Aconteceu, acabou e eu sei quando) <p>Advérbios de tempo:</p> <p>Yesterday</p> <p>Last</p> <p>..... ago</p> <p>When I</p> <p>In January</p> <p>On Sunday</p> <p>For</p>	<p>Aff: Have / Has + verb pp</p> <p>Neg: Haven't / Hasn't + verb pp</p> <p>Int / Wh: Have / Has + verb pp</p> <p>USO</p> <ul style="list-style-type: none"> Ação no passado, na qual o tempo não importa. (Traduzir no passado) I have studied English. Ação no passado que reflete no presente. (Traduzir no presente ou pé da letra) I have lived here all my life. Com o uso de: <p>Never, Before</p> <p>Lately (ultimamente) , Recently , Many times, Ever,</p> <p>Already (já)</p> <p>Yet (ainda)</p> <p>Since (desde)</p> <p>For (há, por, durante)</p> <p>Just (acabar de)</p> <ul style="list-style-type: none"> How long (Há quanto tempo) Have you ever....? (Alguma vez você) Go – went – gone Be – was/were – been Superlative

EVERYDAY CONVERSATIONS

41 PERSONAL INFORMATION

<p>A: AMC Movie Theater. How can I help you? B: I'd like two tickets for Aladdin, please. A: For when? B: Saturday at four o'clock. A: December 26th, four o'clock. That's \$9. How would you like to pay? B: Visa. Card number 9999 8180 2277 4538. A: And what's your name? B: Lee William Lee. A: And the expiration date on the card? B: July of next year.</p>	<p>C: Are you a student here? D: Yes. It's my first day. C: What are you studying? D: E.S.L. C: Oh, where are you from? D: Sao Paulo in Brazil. C: Are you a student in Brazil? D: No, I'm not. I work for an airline. C: Oh, really? Which one? D: Varig. Do you know it?</p>	<p>E: Hello. I'd like a membership card for the Recreation Center. F: The Center is for the Brentwood area only. E: Yes, I know. F: Do you live, work, or go to school in the area? E: I go to school here. F: Do you have a student ID? E: It's right here. I'm a student at Brentwood College. F: OK. Can you complete this form? I also need a passport photograph and \$20. E: Is there a student discount? F: Yes. There's a discount of twenty-five percent. Twenty dollars is the discount price.</p>
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51 TALKING ABOUT THE PAST

<p>G: Hi, there. I'm David and I'm your waiter for today. Are you enjoying your vacation? H: Yes, thanks. G: Is this your first day in Orlando? H: No, we came here two days ago. G: Where are you from? H: Canada. We're from Toronto. G: Did you go to a theme park yesterday? H: Yes. We went to Universal Studios. G: Did you have a good time? H: Yes, thank you. G: Great! Now, what can I get you for breakfast?</p>	<p>I: What did you do last weekend? J: I went to Tampa. I: Really? How did you go? J: I went by car. I: How long did it take? J: It took about two hours. I: Did you have a good time? J: Yeah, great.</p>	<p>K: Excuse me. I left my glasses here this morning. L: Where did you leave them? K: Over there. I was at the table by the window. L: Well, you're lucky. The waiter found them about an hour ago. K: Thank goodness! I was really worried. L: There you go. He gave them to me a few minutes ago. K: Yes. Those are mine. They're new. I lost my last pair.</p>
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59 TELEPHONING

<p>M: Hello? N: Hello. Is Akiko Nakamura there? M: Who's calling, please? N: Travis Bergman. M: Please hold. N: Thanks. M: Uh, hello. I'm sorry but Akiko's out. N: Oh. When do you expect her back? M: I'm not sure. N: Could you take a message? M: Yes, of course.</p>	<p>O1: Nynex. What city? P: San Diego. O1: That's area code 619. Please dial 619-5554212 for Directory Assistance in that area. O2: Pacific Bell. What name and city? P: Gonzalez. 1854 Camelia Drive. San Diego. Tape: The number is area code 619-451-0239.</p>	<p>Q: Hotel operator. R: Hello. Can I call direct to Rio de Janeiro from my room? Q: Yes. First press 9 for an external line. Wait for a tone, then press the international access number 011. R: OK. What next? Q: Then press the country code...55 for Brazil, and the area code. R: Right. Rio's 21. I think. Q: That's correct. Then just press the local number. R: That's great. Thank you. Q: You're welcome.</p>
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63 WHAT HAVE YOU DONE?

<p>S: Oh, no! T: What's wrong? S: I can't find my pen. T: Really? Ha ha ha. S: It isn't funny. T: Oh, yes it is. S: It is? I don't understand. T: Well, you have to look carefully. S: I've looked everywhere. T: No, you haven't. Look behind your ear. S: Oh.</p>	<p>U: Watch out! I've just washed the floor. V: No, you haven't. U: Yes, I have. V: Well, you haven't done a very good job. Look over there. You've missed a spot. U: You're right. Here's the mop.</p>	<p>X: I'm so bored. Z: Well, do something. X: What for example? Z: Wash your hair. X: I've already washed it. Z: Call your friend Susan. X: I've already talked to her today. Z: Clean your room. X: I've already cleaned it. Z: Then do the dishes. X: Haven't you done them yet? Z: No, I haven't. X: Oh, all right.</p>
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67 HAVE YOU EVER...?

A: Have you ever studied a language before? B: Yes, I have. A: Oh, which one did you study? B: I studied Spanish in high school.	G: Have you ever eaten sushi? H: Yes, I have. G: Where did you eat it? H: Mama and I ate sushi in Hawaii last year.	C: Have you ever been to a big wedding? D: Yes, I have. C: Whose wedding was it? D: It was my brother's.	I: Have you ever had the flu? J: Yes, I have. I: When did you have it? J: I had it last winter.	E: Have you ever seen a fire? F: Uh, yes, I have. E: When did you see it? F: I saw a bad fire in Detroit in 1992.	K: Have you ever broken a bone? L: Yes, I have. K: What did you break? L: I broke my leg.
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73 COMPARING THINGS

A: Are you ready? B: Yes. Let's go down for breakfast. A: I like your room. B: It's the same as yours. A: No, it isn't. It's different from mine. B: Is it? A: Yes, it is. It's bigger, and it has a better view.	C: Hi, Sarah. Good to see you. A: Good to see you, Sam. Are you staying here? C: No. I'm at the Ambassador. It's down the street. A: How is it? C: Well, it isn't as modern as this hotel, but it's very comfortable. A: How long have you been at this conference? C: As long as you have. Two days. A: That's funny. I haven't seen you before. C: Really? I saw you in the coffee shop. I waved, but you didn't see me.	A: Did you enjoy that presentation? B: Not really. Did you? A: No. I've heard a lot of boring speakers before, but he's the most boring speaker I've ever heard! B: Are you going to the next presentation? A: No. Are you? B: No, I'm not. Let's go and have a cup of coffee.
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79 SPECIAL OCCASIONS

A: Can I help you? B: Yes, I want to send some flowers to my mother in Chicago. A: What kind of flowers would you like? B: Well, what do you recommend? A: Roses are very nice at this time of year. B: OK. A dozen pink roses, please. A: Would you like to include a message? B: Yes. Just say, "Happy Birthday, Mom. Love, Cindy"	C: Mrs. Martinez? D: Yes, Paul? C: This is a present for you. D: A present for me? What a nice surprise. Can I open it now? C: Yes, of course. D: Ooh! Candy! I love candy. Thank you very, very much, Paul. C: Thank you, Mrs. Martinez. You've been very kind to me.	E: It's been a wonderful party. Thank you very much. F: But you can't go yet! The party's just beginning! E: I'm sorry, but I really have to. I have to catch the last train. F: Don't be silly. I'll give you a ride. Where are you going? E: Montreal! F: Oh, well. Thanks for coming, and thanks for the present. E: You're very welcome. I'll see you soon. F: See you.
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CONTENT: Review for the test		MATERIAL: Review Copy	Class 28	Review for the TEST
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • Explain to the students that this is a review from their class book (English for Life). • The number before the sentences is the number from the Units in their book. That's why there are some repeated numbers. • Give the REVIEW to each one and tell them to do the exercises. <p>Ask them to circle the number they may have doubt even if they are going to guess it.</p> <p>They are going to do it part by part.</p> <p>Ex: From 1 to 8 (they do it alone and then you correct)</p> <p>9 to 16 (they do it alone and then you correct)</p> <p>17 to 24 (they do it alone and then you correct)</p> <p>25 to 32 (they do it alone and then you correct)</p> <p>33 to 40 (they do it alone and then you correct)</p> <p>Explain everytime they do it wrongly. Open the book in the UNIT when necessary to show them they have already learnt it.</p>			
2	<ul style="list-style-type: none"> • These are the grammar topics which students have studied up to UNIT 40. <p>nationality, country,</p> <p>to be (present),</p> <p>have got,</p> <p>dates, jobs,</p> <p>simple present, adverbs of frequency,</p> <p>preposition in / on / at,</p> <p>simple past (affirmative, interrogative and negative),</p> <p>years,</p> <p>infinitive of purpose,</p> <p>present continuous,</p> <p>direction / location,</p> <p>past continuous,</p> <p>past continuous and simple past,</p> <p>the,</p> <p>going to,</p> <p>adverbs,</p> <p>adjectives,</p> <p>one / ones,</p> <p>this, that, these, those</p> <p>present perfect,</p> <p>possessive adjectives,</p> <p>present perfect and simple past.</p>			

Circle the correct letter (a,b or c) and also circle the number you may have doubt.

- [illegible]

- [illegible]

- 70

- 25 Where's (a Lake Victoria b the Lake Victoria c Victoria Lake)? a
 26 'Are you going to make coffee?' 'Yes, I (a 'm b 'm going c am).' c
 26 Which book (a she's b she c is she) going to read? c
 26 They (a don't going b not going c aren't going to) use the computer. c
 27 56,000 kilometres = fifty - six (a thousands b thousand c thousands of) kilometres. b
 27 We're going (a to take part b taking part c take part) in a race. a
 28 'What's wrong?' 'We don't (a sure b want c know) yet.' c
 28 'Are they going to close the café?' '(a Yes, they go b No, yet c Yes, probably).' c
 29 Peter is tall and in (a the thirties b thirties c his thirties). c
 29 My sister is very (a pretty b looking c handsome). a
 30 Rose's a very (a good b - c well) tennis player. She usually wins. a
 30 They cooked (a everything perfectly b everything perfect c everything bad). a
 30 We watched a (a sad film b film sad c sadly film) yesterday. a
 31 He can't stand (a to being b be c being) alone. c
 32 Do you prefer this one or (a that b those c the) one? a

- 33 We never watch (a soap's operas b operas soap c soap operas). c
 34 (a Have Ellie b Has Ellie c Did Ellie) ever been to the USA? b
 34 Fire (a was destroyed b has destroyed c is destroyed) a new school. b
 34 'Has he forgotten his keys?' 'No, he (a isn't b hasn't c haven't).' b
 34 The fridge is full. We've (a been b gone c went) to the supermarket. a
 34 Four people (a are b is c have) died in a car accident. c
 34 Sasha (a has fell b has fall c has fallen) in love. c
 35 We can't use this road now. The police (a closes b have closed c closed) it. b
 36 'Is that Jordan?' 'No, I (a don't think so b think so c don't think).' a
 36 He probably (a didn't b hasn't c doesn't) heard about the café. b
 37 I've (a not never b ever c never) broken my leg. c
 37 Mary's got (a - b a c the) cold. b
 38 She (a cut b cuts c has cut) her arm badly when she was eight. a
 39 (a is a b It's a c It's) good idea to leave a contact number. b
 40 What (a seems to be b is seem c seems be) the problem? a
 40 We (a better b 'd better c are better) check your heart. b

Observação

O teste será desta mesma forma porém com somente uma sentença para cada unidade.

Sendo então 40 sentenças.

Hoje você chegou na metade do seu curso. Não se esqueça de já ir pensando no tema da sua apresentação final para poder começar a prepara-la. Aproveite as aulas de reforço na qual você tem direito para pedir ajuda ao teacher. Ele pode te ajudar na correção e você também pode apresentar para ele.

CONTENT: First test		MATERIAL: Test Copy	Class 29	Test 1
STEPS	ATIVIDADE			
Warm up	Play a song for them before the test. They relax and you also have a chance to wait the possible late students.			
TEST ORDER	<ul style="list-style-type: none"> • Listening test • Multiple Choice test • <u>Give them a break</u> • Written test • Composition test as Homework 			
TEST	<ul style="list-style-type: none"> • Multiple Choice test: Give the TEST to each one and tell them to do the exercises. Ask them to circle the number they may have doubt even if the are going to guess it. • Written test: Give the TEST to each one and tell them to do the exercises. Ask them to circle the number they may have doubt even if the are going to guess it. • Listening test: They listen to the CD for 3 times and answer the questions. • Composition test: Ask students to write a composition with minimum 8 lines and maximum 10 lines. Suggestion theme: "A day in my life." "Tell me about your favorite travel." Or any other theme you want. 			
Pesquisa Satisfação	<ul style="list-style-type: none"> • PESQUISA DE SATISFAÇÃO: Today you must give to students the "Customer research service". This is to evaluate the quality of the course in general. Students must complete it in class and give it straight to the receptionist. 			

Listening Test 1 – Audio Script

Tony Hello.
 Bill Hi Tony. It's Bill.
 Tony Hi, Bill. How are you?
 Bill I'm fine, thanks. Did you have a good weekend?
 Tony No, I didn't. I had an accident on Saturday morning. I fell off a ladder.
 Bill Off a ladder? Did you hurt yourself?
 Tony Yes. I hurt my ankle.
 Bill Where did it happen?
 Tony In the garden.
 Bill What did you do? Did you go to the hospital?
 Tony Yes, well, luckily, my wife was in and she took me to the hospital in the car.
 Bill That's good. What did they do at the hospital?
 Tony The doctor looked at it, and I had an X-ray.
 Bill Is it OK?
 Tony Well, it isn't broken, but it's very painful.
 Bill Can you walk?
 Tony Yes, I can, but I can't drive.
 Bill Oh, dear. Well, I hope it's OK soon. Anyway, I suppose you don't want to play tennis tomorrow then.

Listening Test 1 – Exercise with answers (7 pontos)

Choose the correct information.

- | | |
|---|---|
| 1 The accident happened on (b)
a Friday evening.
b Saturday morning.
c Sunday afternoon. | 5 He had (c)
a an operation.
b an injection.
c an X-ray. |
| 2 He hurt his (b)
a back.
b ankle.
c knee. | 6 It's (b)
a broken.
b painful.
c OK. |
| 3 It happened in the (c)
a kitchen.
b garage.
c garden. | 7 Tony can't (a)
a drive.
b go to work.
c walk. |
| 4 His wife (a)
a took him to hospital.
b phoned the doctor.
c called an ambulance. | |

TEST 1 (with answers) (25pontos)

Circle the correct letter (a,b or c) and also circle the number you may have doubt.

Units 1 to 40

- 1 'I'm from Poland.' '(a About where b Whereabouts c How about)?' b
- 2 (a Has b Do c Have) you got any brothers and sisters? c
- 3 How old (a you are b are you c have you)? b
- 4 This is my boyfriend. (a His b He c He's) name's Jordan Morris. a
- 'Do you like her?' 'Yes, (a I like b he does c I do).' c
- 7 He (a usually doesn't b usually not c doesn't usually) work all the time. c
- 8 Would you like to (a see b do c make) an appointment? c
- 10 The weather (a didn't be b wasn't c weren't) very good yesterday. b
- 13 When did you (a fall b fallen c fell) in love? a
- 14 How (a met you b did you meet c did you met) your husband? b
- 15 He played the piano (a to b for c --) earn money for the bus ticket. a
- 18 What (a are you doing b you doing c are you do) at the moment? a
- 19 (a Does you like b Are you liking c Do you like) it there? c
- 21 We sometimes walk (a under b through c on) the park. b
- 22 What (a you were b was you c were you) doing at 7 o'clock this morning? c
- 23 While I (a was waiting b wait c was wait) I saw a man. a
- 27 They (a are going b go c are going to) travel in a yacht. c
- 30 You (a badly sang b sang bad c sang badly)? c
- 32 I think I prefer (a this one b this ones c these one). a
- 34 Have you ever (a ride b rode c ridden) a horse? c
- 35 Thieves (a have stolen b have stole c have steal) some diamonds. a
- 36 'Has Carla left?' 'Yes, I (a think b think so c think that).' b
- 38 'I broke my arm.' 'When (a has it happened b did it happen c it happened)?' b
- 39 (a Not b Don't c Don't to) forget to use sunscreen. b
- 40 Where (a does it hurt b it hurts c do it hurts)? a

First Test – Answers (40 pontos)

1. Fill in the blanks with the correct COUNTRIES or NATIONALITIES. (4)

1. Brazil **Brazilian**
2. France **French**
3. Japan **Japanese**
4. Greece **Greek**

2- Correct the following sentences. (5)

1. She's a engineer. **She's an engineer.**
2. They are doctor. **They are doctors.**
3. Do she drinks coffee? **Does she drink coffee?**
4. Do she have got a car? **Has she got a car? / Does she have a car?**
5. How old have you got? **How old are you?**

3. Complete these sentences using the following verbs in the SIMPLE PRESENT. (4)
play eat sleep read

1. Mike **eats** pizza every Saturday.
2. I **read** one book a week.
3. John and Bill **play** basketball on Sundays.
4. My cat and my dog **sleep** on the couch.

4. Write sentences using ADVERBS OF FREQUENCY. (4)

1. (You / often / eat breakfast?) **Do you often eat breakfast?**
2. (She / never / drink tea) **She never drinks tea.**
3. (They / not usually / arrive late at school) **They don't usually arrive late at school.**
4. (What time / he / listen to the radio?) **What time does he listen to the radio?**

5. Complete the sentences with IN, ON, or AT. (5)

1. I have a meeting **at** two o'clock.
2. Tommy studies **in** Santo André.
3. Do you have a pet **at** home?
4. She is sitting **on** the bed.
5. Does your father work **at** night?

6. Complete the sentence with the correct verb in SIMPLE PAST or PAST CONTINUOUS. (4)

1. I **was taking** a shower when you **called** me. (to call)
2. Why did you turn the TV off? I **was watching** it. (to watch)
3. I **ate** a snack in the cafeteria yesterday. (to eat)
4. **Were you playing** videogames (to play) when we had a blackout?

7. Make questions for the answers. (5)

1. Where **are you going to work next year**? A: I'm going to work in Maceió next year.
2. What **are you doing**? A: I'm doing my homework.
3. Who **do you see every day**? A: I see Rick every day.
4. When **did you finish the book**? A: I finished the book last Saturday.

8. Put in the ADJECTIVES or the ADVERBS in brackets. (4)

1. The driver was very **careful** in that highway. (careful / carefully)
2. The trip took a long time because the train was very **slow**. (slow / slowly)
3. Mrs. Green walked **quickly** back to her office. (quick / quickly)
4. Everybody said that the party was very **good**. (good / well)

9. Write the PRESENT PERFECT or SIMPLE PAST. (6)

1. Have you **seen** Pirates of the Caribbean? It's a great movie! (see)
2. When did you **talk** to her? (talk)
3. I **was** at school when you **called**. (be)
4. Peter **went** to Canada twice last year. (go)
5. Have you ever **drunk** jabuticaba juice? (drink)
6. Martha is smart. She **has read** about 100 books recently. (read)

CONTENT: FEEDBACK and FREE		MATERIAL: Book and Test	Class 30	Feedback Free
STEPS	ATIVIDADE			
Feedback	<ul style="list-style-type: none"> • Today you have to give back the students' multiple choice test. • Ask sentence by sentence if they have any doubts if yes, go to the Units and if necessary show them that they had already seen it • After finishing it all, take the test back. 			
Free	<ul style="list-style-type: none"> • Today you teacher can give them whatever you want. Use your creativity. <p>If you want, we have material for you. You can also ask the coordinator's help or even the other teacher's.</p> <p><u>Suggestions</u></p> <ul style="list-style-type: none"> ✓ A song. ✓ A DVD ✓ A Conversation Class. ✓ A Game. ✓ Sentences in Portuguese. ✓ Sentences in Affirmative for them to write or say in the Negative and Interrogative 			

CONTENT: To understand a conversation at the doctor's.		MATERIAL: English for Life, CD 2, flash cards, menu, DVD ENGLISH WAY vol 8.	Class 31	UNIT 41
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • GUESS THE WORD: Put students in pairs. Give to each student a package. Inside this package there are words at random. One student has to explain each word to his / her classmate using only one word. • Example: If the word is KEY, the student can use the words: door, open, lock, metal. 			
1	<ul style="list-style-type: none"> • PLAY LISTENING 41.1 (CD 2 track 30) <i>Lesson 2 Report / tell me on 3</i> • Ask students with they know other words related to cooking. <i>THING TO DO WITH</i> 			
2	<ul style="list-style-type: none"> • PLAY LISTENING 41.2 (CD 2 track 31) - Audio Script. • Language note. Drill the examples as a class. <i>THINGS (our food).</i> • Tell students to look at the words in exercise 1 and find verbs that can be used as adjectives. <div style="display: flex; justify-content: space-between;"> <div> <p>1 Put some water in a saucepan. OK. I've put some water in a saucepan.</p> <p>3 Fry some onions. OK. I've fried some onions.</p> <p>5 Slice some tomatoes. OK. I've sliced some tomatoes.</p> </div> <div> <p>2 Add some salt. OK. I've added some salt.</p> <p>4 Boil the vegetables. OK. I've boiled the vegetables.</p> <p>6 Weigh the sugar. OK. I've weighed the sugar.</p> </div> </div>			
3	<ul style="list-style-type: none"> • PLAY LISTENING 41.3 (CD 2 track 32) - Audio Script at the end of the book. • Tell students to listen to the conversation and tick the dishes that the customer orders. • Focus on the conversation Write: Can I have the _____, please? • Put students in pairs to complete the conversation. • Play the audio again for students to check their answer. • ANSWERS: grilled salmon, boiled potatoes, roasted vegetables. • ANSWERS: 1- grilled salmon. 2- Boiled. 3- Roasted vegetables. 4- Grilled salmon. 5- Boiled potatoes 6- roasted vegetables. 			
4	<ul style="list-style-type: none"> • Speaking: Nominate two students to read the conversation in exercise 3b. • Put students in pairs or trios. Give to each one a menu (they are all different). They are going to have a conversation at a restaurant. Tell them to use the model. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> • Read through the text as a class. • POST READING QUESTIONS <ul style="list-style-type: none"> - Is it polite to eat everything on your plate in Britain? - Why do people leave some food on their plates in China? • Ask students questions about eating in Brazil. • Put students in pairs or small groups to describe eating in Brazil. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 8: LESSON 2 FOOD AND DRINK. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better 			
Homework	<ul style="list-style-type: none"> • Composition 08: Write a recipe. The ingredients and the way you prepare it. <i>1</i> 			

"Merry - O Marmizer"

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US Dollar POUND £

CONTENT: To describe a recipe.		MATERIAL: English for Life, CD 2, flash cards, DVD ENGLISH WAY vol 5.	Class 31	UNIT 42
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - What can you see? Who can you see? What's the chef going to do? • Put students in pairs to label the picture. • PLAY LISTENING 42.1 (CD 2 track 33) • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Is the recipe difficult? - What types of fruit do you need? - How many ingredients are there? • ANSWERS: 1 - saucepan 2- bread 3- a bowl 4- water 5- sugar 6- fruit 7- a knife 8- a spoon 9- a fork 10- a plate 			
2	<ul style="list-style-type: none"> • Expressing Quantity. • Tell students to look at the words in exercise 1 and underline countable nouns. • Repeat with the uncountable nouns. 			
3	<ul style="list-style-type: none"> • PLAY LISTENING 42.2 (CD 2 track 34) Audio Script • Students make a sentence with much or many <p>1 eggs. You don't need many eggs. 2 salt. You don't need much salt. 3 cheese. You don't need much cheese. 4 apples. You don't need many apples. 5 bread. You don't need much bread.</p>			
4	<ul style="list-style-type: none"> • Nominate two students to read the example sentences. • Put students in pairs to ask and answer questions. • Ask pairs of students to read one of the dialogues. • Language note. Drill the examples. • Put students in pairs to list quantity expressions for each of the items 			
5	<ul style="list-style-type: none"> • Go through the text. • Put students in pairs to complete the recipe by choosing the correct word. • PLAY LISTENING 42.3 (CD 2 track 35) • ANSWERS: 1-some 2- a 3-some 4- a little 5- a few 6- a little 7- a few 8- a 9- a little 10- a 11- a few 12- a little 13- some. 			
6	<ul style="list-style-type: none"> • Elicit instructions for making a boiled egg and make notes on the board. • Put students in pairs and tell students to choose one of the dishes/drinks from the list and make notes about how to make it. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • FLASH CARDS: Put students in pair. Give a package to each pair, and give them some time to match the countries and the foods. Then make them to have a discussion about the food deciding which one is countable and uncountable. • Play the DVD ENGLISH WAY VOL 5: LESSON 1 I'D LIKE SOME WINE TONIGHT. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: new and Old Edition (UNIT 76#1/2/3) 			

Uncountable *
much / some
much / little

Countable *
a / an
many / a few

CONTENT: To talk about eating habits.		MATERIAL: English for Life, CD 2, DVD ENGLISH WAY vol 12 and 18, DVD Oxford	Class 32	UNIT 43
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> Play the DVD ENGLISH WAY VOL 12: LESSON 2 WE ARE WHAT WE EAT. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better 			
1	<ul style="list-style-type: none"> PLAY LISTENING 43.1 (CD 2 track 36) Underline new vocabulary. Tell students to read the text again and tick the correct answer. ANSWERS: 1- c 2- a 			
2	<ul style="list-style-type: none"> Put students in pairs to complete the exercise. Language note. Drill the examples as a class. Tell students to read the text again and underline the examples of <i>but</i> and <i>however</i>. ANSWERS: 1- because he was very overweight and he didn't have much energy. 2- He read about it in a newspaper. 3- Breakfast and lunch. 4- at nine o'clock. 5- Yes, he does. 6- A few months ago. 7- Yes, he has lost twenty kilos. 8- He feels great. 			
3	<ul style="list-style-type: none"> Ask students to rewrite the sentences with <i>but</i> and then with <i>however</i>. ANSWERS: 1- I got lots of information, but it was complicated. I got lots of information. However, it was complicated. 2- I don't eat lunch, but I eat a big dinner. I don't eat lunch. However, I eat a big dinner. 3- I eat a lot, but I've lost a lot of weight. I eat a lot. However, I've lost a lot of weight. 4- I tried a lot of diets, but they didn't work. I tried a lot of diets. However, they didn't work. 5- The diet was hard at first, but it's OK now. The diet was hard at first. However, it's OK now. 6- I only eat one meal a day, but I eat as much as I like. I only eat one meal a day. However, I eat as much as I like 			
4	<ul style="list-style-type: none"> Put students in pairs to read the text again and underline all of the food and drink that Callum mentions. Tell them to write the quantity of each item. SUGGESTED ANSWERS: a big piece of grilled fish, a big steak, a medium-size bowl of pasta, a couple of baked potatoes, a lot of vegetables / salad, one or two fried eggs, some fruit / cheese, a big slice of apple pie, several biscuits, a couple of glasses of wine, a biscuit / sandwich, lots of water. 			
5	<ul style="list-style-type: none"> Read through the questions. Discuss the first one as a class. Put students in pairs to discuss the questions. 			
PRONUN	<ul style="list-style-type: none"> PLAY LISTENING 43.2 (CD 2 track 37) Model the pronunciation of /l/ in each word to show that the same letter can have different sounds. Put students in pairs. Tell them to say the words and put them in the correct column. PLAY LISTENING 43.3 (CD 2 track 38) ANSWERS: /l/: chicken, fish, grill, drink. /aɪ/: rice, white, diet, wine. /s/: bird, third, shirt, girl. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> Play the DVD ENGLISH WAY VOL 18: LESSON 2 I'M OUT OF SHAPE. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better Play the DVD OXFORD: SMART CHOICE 1 UNIT 4 KEEPING FIT. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			

CONTENT: To express annoyance.		MATERIAL: English for Life, CD 2, DVD ENGLISH WAY vol 12.	Class 32	UNIT 44
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Give students two or three examples of occasions when you get annoyed. • Ask students to say three everyday things that annoy them 			
1	<ul style="list-style-type: none"> • Tell students to try to remember episodes 4 and 5. Ask questions about the story. If they don't remember they may look at the episodes. <ul style="list-style-type: none"> • What did Starlight Properties buy? • Who's going to open a café next to The Coffee Shop? • Where was the party? Who was the party? • Who was there? • What did Peter and Lucy talk about? • Do Cindy and Ryan know the news? 			
2	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> • Who is Ryan talking to? Where are Ryan and Cindy? • What do you think has happened? • Who is Lucy with? • What is the car parked next to? • What is on the windscreen? • PLAY LISTENING 44.1 (CD 2 track 39) • Underline new vocabulary • POS LISTENING QUESTIONS <p>Picture 1: Who has taken the car? Has Russell gone out alone? Is he looking for a job? What else has he taken?</p> <p>Picture 2: Who does the car belong to? Did Ryan park the car? Who got the parking tickets? Is Ryan going to walk home?</p> <p>Picture 3: Who is Cindy speaking to? Does she look happy? Where did Russell leave the car? What does Cindy tell him to do?</p> <p>Picture 4: Where is Ryan? What is he doing? Who is talking to him? What do you think Russell is thinking?</p> • ANSWERS: Because he thinks somebody's stolen the car. 			
3	<ul style="list-style-type: none"> • Put students in pairs and tell students to read the text again and decide if the statements are true or false. • Put students in pairs, tell them to look at the remaining false statements: 1, 5, 6 and 7, and correct them. • ANSWERS: 1-F 2-T 3-T 4-T 5-F 6-F 7-F 8-T 9-T 10-T • ANSWERS: 5- Russell borrowed Ryan's mobile. 6- Ryan has been to see the accountant. 7- He travelled on the underground. 			
4	<ul style="list-style-type: none"> • Everyday expressions. Tell students to find and underline them in the text. • Ask students to complete the expressions in pairs. • Put students in pairs, to practice and responding to what's happening. • ANSWERS: not, for, 're, be, it. 			
5	<ul style="list-style-type: none"> • Language check. Ask students to underline all of the quantity expressions. • ANSWERS: picture 1: He never puts any petrol in the car... he hasn't got much money. Picture 2: ... we're having a few problems with... You've got a couple of parkings tickets... 			
6	<ul style="list-style-type: none"> • Focus on the story. Put students in groups. Tell them to practice the story, each taking one part. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 12: LESSON 2 I'M UNDER A LOT OF STRESS. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			

CONTENT: To name different kinds of shops.		MATERIAL: English for Life, CD 2, flash cards	Class 33	UNIT 45
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Ask students to say names of places in the city. Example. school, mall, supermarket, library, cinema. • Write them on the board. Elicit as much as possible. • Now ask student which of those places it's possible to buy things and what. • FLASH CARDS: Divide the class into 2 groups. Give a set of words to each group. They are supposed to provide two definitions for each word, a true and a false one. When they finish doing this, group A should say a word and read the two definitions (the right and the wrong one). Students in group B will decide which is the correct definition, if they decide for the correct one, they score appoint, otherwise, it is group A that scores a point. Follow this procedure up to the end of the list 			
1	• PLAY LISTENING 45.1 (CD 2 track 40)			
2	<ul style="list-style-type: none"> • Language note. Drill the examples. • Explain <i>countable and uncountable nouns</i>. 			
3	<ul style="list-style-type: none"> • Nominate two students to read the first example. • Use the same question form to ask about other shops in exercise 1. • Put students in pairs to ask and answer questions about the shops in exercise 1 and 2. 			
4	<ul style="list-style-type: none"> • PLAY LISTENING 45.2 (CD 2 track 41) - Audio Script • Tell students to listen and write where the people are. • Put students in pairs to compare their answers. • ANSWERS AND AUDIO SCRIPT. <ol style="list-style-type: none"> 1- They are at a shoe shop. Simon: Excuse me. Have you got these shoes in a size 10, please? 2- They are at a bookshop. Tessa: Excuse me. Where can I find books on history, please? 3- They are at a jewelry shop. Simon: Excuse me. Can we have a look at those rings, please? 4- They are at a travel agent's. Tessa: We'd like to book a holiday in Turkey, please 5- They are at a sports shop. Simon: Excuse me; I'm looking for some tennis shorts. 6- They are at a baker's. Tessa: Can I have a large white loaf, please? And what's that bread over there? 7- They are at a department store. Simon: So, let's see. Women's clothes, shoes. Oh there it is. Furniture... It's on the fourth floor. 8- They are at a greenfrocer's. Tessa: Can I have a pound of apples and a pound of carrots, please? 			
5	<ul style="list-style-type: none"> • Write five names of places from your city. • Put students in pairs. Tell students to think about the main shopping street in their town/city and say five sentences using the same model. 			
PRONUN	<ul style="list-style-type: none"> • Model the pronunciation. • Put students in pairs and tell them to circle the letters which are not pronounced. • PLAY LISTENING 45.3 (CD 2 track 42) • ANSWERS: 1- camera 2- different 3- interesting 4- restaurant 5- strawberry 6- jewellery 7- stationery 8- everything 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Flas cards: Give the pictures to the students. Pick one of them and ask: <i>What can you see in the picture?</i> After the answer, ask the student to show the picture to a friend and ask. <i>Where can I use it? Where can I buy it? Is this object countable or uncountable?</i> After the answer, ask to the student who has just answered to start all over again. 			

CONTENT: To compare people, places and things.		MATERIAL: English for Life, CD 2, DVD ENGLISH WAY vol 6 flash cards.	Class 33	UNIT 46
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - What can you see? - What is the chef doing in the first picture? - How many people are in the queue for the second restaurant? • PLAY LISTENING 46.1 (CD 2 track 43) • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Which is the smallest restaurant? - Is Sandy's more popular than Mount Etna? - What is the chef in the Red Dragon like? - Why do lots of people go to Mount Etna? 			
2	<ul style="list-style-type: none"> • Grammar table. Explain superlative and comparative rules. • Tell the other students to write two sentences comparing the students. • Elicit: (Xi) is taller than (Sam). (Sam) is shorter than (Xi). • FLASH CARDS: Give students a pair of flash cards. One is opposite the other. Using comparative they have to compare the pictures. After, using comparative, they say a sentence about the picture using superlative. Example: This house is bigger than that house. This house is the biggest. / This house is the smallest. Tell them to not repeat the adjectives. Each student must use his / her own adjective. 			
3	<ul style="list-style-type: none"> • PLAY LISTENING 46.2 (CD 2 track 44) - audio script. • Students change the sentence into comparative <div> 1 It's a noisy restaurant. This one's noisier 2 It's an interesting restaurant. This one's more interesting. 3 It's a good restaurant. This one's better. 4 It's an expensive restaurant. This one's more expensive. 5 It's a friendly restaurant. This one's friendlier. 6 It's a small restaurant. This one's smaller </div>			
4	<ul style="list-style-type: none"> • Go through the examples sentences and give your own opinion. • Tell students to complete the exercise in pairs. 			
5	<ul style="list-style-type: none"> • PLAY LISTENING 46.3 (CD 2 track 45) Audio Script • Students change the sentences into superlative <div> 1 This is a big restaurant. Yes. It's the biggest restaurant in the town. 2 This is an expensive shop. Yes. It's the most expensive shop in the town. 3 This is a long street. Yes. It's the longest street in the town. 4 This is a popular café. Yes. It's the most popular café in the town. 5 This is a busy shopping centre. Yes. It's the busiest shopping centre in the town. 6 This is a good club. Yes. It's the best club in the town. </div>			
6	<ul style="list-style-type: none"> • Go through the list and make sentences which are true for you. • Tell students to read the list and write sentences about their lives. • Put students in pairs to compare their sentences. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 6: LESSON 1 GOING TO THE MOVIES. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 87all, 88#1, 90all) and Old Edition (UNIT 87, 88, 90). 			

To compare different kinds of shopping.

MATERIAL: English for Life,
CD 2, flash cards

Class 34

UNIT 47

PS

ATIVIDADE

• PRE LISTENING QUESTIONS

- What can you see?
- What would you find in each place?

• Nominate individual students to say where they shop and why, using the same model.

• **PLAY LISTENING 47.1** (CD 2 track 46) - Audio Script at the end of the book

• Tell students to listen and write why Peter does his shopping at the local shops. Play the first conversation.

• Repeat with each conversation.

• Put students in pairs. Tell them to use the information in the table to write sentences about the people.

• **Language note** Drill each example as a class.

• Ask students to rewrite the sentences using not as...as.

• **ANSWERS:** 1- At the local shops. 2- At the supermarket. 3- At the supermarket. 4- At the market and the local shops. 5- On the internet.

• **ANSWERS:** 1- E 2- F, H 3- D, G 4- B 5- A, C

• **ANSWERS:** 1- Peter shops at the local shops because it's friendlier and more personal. 2- Susan shops at the supermarket because parking is easier and all the small shops have gone. 3- Anjit shops at the supermarket because he can buy everything in one shop and it's more convenient. 4- Birgit shops at the market and the local shops because the food is fresher. 5- Troy shops on the internet because it's cheaper and he can shop 24/7.

• Put students in pairs to discuss and answer the questions.

• **PLAY LISTENING 47.1** (CD 2 track 46)

• **ANSWERS:** 1- He goes to a small wine shop in the town centre because the man there knows a lot about wine. 2- There were a lot of local shops (a baker's, a butcher's, and a greengrocer's). 3- The shops in the town are only open from nine to five thirty and he's at work then. The supermarket's open longer hours and every day. 4- The tomatoes in the supermarket are from South Africa. 5- He orders his shopping on the internet and the supermarket delivers everything to his house.

• Ask questions about their shopping habits.

- How often do you shop on the internet?
- Do you prefer a street market or a supermarket?

• Tell students to read and answer the questions.

• Put students in pairs to discuss their answers.

• POS READING QUESTIONS

- Where is the food fresher?
- What does the writer buy at the supermarket?

• Tell students to read the text again and find three examples to comparatives.

• Tell students to write a paragraph about their own shopping.

• **ANSWERS:** The food at the supermarket is fresher. However, it's easier to park at the supermarket. The food at the market is fresher, but it's easier to park at the supermarket.

The food at the market is fresher. On the other hand, it's easier to park at the supermarket.

• **FLASH CARDS:** Put students in pairs and give them some cards. Ask them where they usually shop these things. They must have a conversation.

RESOURCE
ACTIVITY

HOMEWORK

• Grammar book: New Edition (UNIT 89) and Old Edition (UNIT 89).

CONTENT: To ask about and buy clothes		MATERIAL: English for Life, CD 2, DVD ENGLISH WAY vol 17, flash cards	Class 34	UNIT 48
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS - Where are the people? - Who are they? -What do you think the man is asking? • PLAY LISTENING 48.1 (CD 2 track 47) • Underline new vocabulary • POS LISTENING QUESTIONS <ul style="list-style-type: none"> • What was wrong with the first shirt? • What size was it? • How much does the man pay? • What size shirt does the man buy? • Put students in pairs to practice both roles. • ANSWERS: Extra large 			
2	<ul style="list-style-type: none"> • Everyday expressions. Drill each expression. • Put students in pairs to complete the expressions. Drill each expression • Language note. Drill the examples. • ANSWERS: try, room, how, what, size, any. 			
3	<ul style="list-style-type: none"> • Put students in pairs. Tell them to change the conversation in exercise 1 using <i>shorts</i> instead of <i>shirt</i>. 			
4	<ul style="list-style-type: none"> • PLAY LISTENING 48.2 (CD 2 track 48) - Audio Script at the end of the book. • Tell students to listen to the first conversation and answer the questions. • Nominate two students, A and B, to make the first conversation using exercise 1 as a model. • A is the assistant and B is the costumer. • Put students in pairs. Tell them to make one of the conversations. • ANSWERS: conversation 1: 1- shoes 2- they are too loose. 3- A smaller size. 4- No. Conversation 2: 1- a top 2- It's too tight 3- a larger size 4- yes. Conversation 3: 1- jeans 2- they are too short 3- a longer leg 4- yes. 			
5	<ul style="list-style-type: none"> • FLASH CARDS: Give students some flash cards of an item of clothing. Put students in pairs. • Tell them to use the conversation in exercise 1 and their items of clothing to make new conversations. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> • Focus on the signs. Drill each item as a class. • Tell students to write the signs in their own language. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Give students one minute to look at the picture in exercise 1 and memorize the details. Tell them to close their books. • Ask questions. <ul style="list-style-type: none"> • What colour is the shirt? • Are there any shirts in the picture? • How many shoes are there? • Play the DVD ENGLISH WAY VOL 17: LESSON 2 THE BATHROBE FITS PERFECTLY. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. • Play the DVD OXFORD: SMART CHOICE 1 UNIT 7 CLOTHES. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 91#1/2, 92#1/3) and Old Edition (UNIT 91, 92). 			

CONTENT: Correction		MATERIAL: Grammar in use, EFL book, Sentences in Portuguese	Class 35	Grammar Correction
STEPS	ATIVIDADE			
GRAMMAR	<ul style="list-style-type: none"> • Give a clap for each done UNIT • Grammar Book. 76# 1/2, 83# 1/2/3, 84# 1/2, 87, 88# 1, 90, 89, 91# 1/2, 92# 1/3 • Composition 08 			
EFL REVIEW ANSWER	<ul style="list-style-type: none"> • Book page 93. Do it one by one. <ul style="list-style-type: none"> ✓ Vocabulary: Students do it and then you can correct. ✓ Grammar: Students do it and then you can correct. ✓ Skills: Students do it and then you can correct. ✓ English for Everyday Life: Students do it and then you can correct. <p>REVIEW ANSWERS 41/48</p> <p>1 1 potatoes 2 a chicken 3 boil 4 pour 5 plate 6 mixed</p> <p>2 2 a 1 c 2 d 3 e 4 b 5 a</p> <p>3 1 slices 2 four 3 grams 4 a 5 little 6 some 7 few 8 an 9 much 10 many</p> <p>4 nice: nicer, the nicest big: bigger, the biggest noisy: noisier, the noisiest popular: more popular, the most popular good: better, the best bad: worse, the worst</p> <p>5 1 smaller than 2 the slower 3 worse than 4 the biggest 5 cheaper than 6 the most difficult 7 friendlier than 8 the most expensive</p> <p>6 1 F 2 F 3 T 4 T 5 F 6 F</p> <p>8 1 for 2 serious 3 not 4 believe</p> <p>9 1 c 2 d 3 a 4 e 5 b</p>			
Presentation	<ul style="list-style-type: none"> • Hoje é um dia na qual voce poderá usar uns minutos para lembrar seus alunos e ajuda-los a pensar no TEMA da apresentação deles. Aconselhe que quanto antes eles pensarem num tema, mas bonita sairá a apresentação. 			

Sentences in Portuguese

Unit 76

Há queijo na geladeira?
Comprei carne e umas maçãs.
Você vai sair com alguém hoje à noite.
Você tem amigos em Londres? Não, mas tenho alguns amigos em Manchester.
Preciso de açúcar. Você pode me emprestar? "Desculpe. Não tenho."

Unit 83

Temos muitas provas esta semana.
Tom conhece muita gente, mas não tem muitos amigos.
Rosa sabe muito inglês, mas não muito Francês.
Temos muito café, mais não muito leite.
Ontem não tive muito o que fazer e tive muito tempo livre.
Não há muitas árvores neste parque.
Havia muita gente na reunião? "Sim, muita."

Unit 84

Lucy tem pouco tempo livre.
Tenho um pouco de dinheiro no banco.
Queria comprar algumas camisas, mais tenho muito pouco dinheiro.
Há um pouco de açúcar na cozinha.
Temos pouca informação sobre a nova professora.

Unit 87

Seu carro não é muito velho. O meu carro é mais velho.
Esta manhã eu não me sentia bem, agora me sinto melhor.
Não gosto de ônibus. Sempre viajo de trem porque é mais rápido e mais confortável.
Estes sapatos são melhores, mas são mais caros.
Agora tenho um trabalho mais fácil.
O Hotel Central fica mais longe, mais é mais barato.

Unit 88

Você nada melhor do que eu.
Estaremos em São Paulo em menos de três horas.
O japonês é muito mais difícil que o inglês.
Este apartamento é mais novo e um pouco maior do que o meu.
Acho que Hamlet é muito mais interessante que King Lear.
Eles têm mais dinheiro que nós.

Unit 90

São Paulo é a maior cidade do Brasil.
O senhor tem sapatos mais baratos? "Eles são os mais baratos."
É o filme mais longo que já vi.
É a cidade mais bonita que já visitamos.
Ela é a melhor professora da escola e a pessoa mais inteligente que já conheci.
Nesta cidade, a catedral é mais antiga que a prefeitura, mais o castelo é o edifício mais antigo. (prefeitura = town hall).

Unit 89

Meu irmão não é tão inteligente quanto minha irmã.
Tom não come tanta fruta quanto Bruno.

Unit 91

Não havia cadeiras suficientes para todos.
Você tem comida suficiente para dois?
Eles não tem dinheiro suficiente para comprar uma casa.
Não temos quartos suficientes grande para a reunião.
Há pão suficiente para fazer seis sanduíches?
Você não come fruta suficiente.

Unit 92

Não posso comprar esta casa. É cara demais.
Há gente demais e não temos copos suficientes.
Não me sinto bem. Comi cerejas demais. (cereja = cherry)
Susi está ocupada demais para vir ao cinema.
Este livro é difícil demais para que você o leia.
Eles são velhos demais para jogar futebol.

CONTENT: To talk about money.		MATERIAL: English for Life, CD 2, DVD ENGLISH WAY vol 12	Class 36	UNIT 49
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Tell students to stand up and organize themselves in a line according to height. Start a chain. The first person says "I am taller than (name)", the second person says "I am taller than (name) but shorter than (name)", etc. Up to the tallest person. • Tell students to organize themselves according to age. Start a new chain. The first person says "I am younger than (name)", the second person says "I am younger than (name) but older than (name)", etc. Up to the oldest person. 			
	<ul style="list-style-type: none"> • PLAY LISTENING 49.1 (CD 2 track 49). Drill each item as a class. • Note that PIN is an abbreviation of personal identification number. • Put students in pairs to compare the contents of their purses/wallets. • Ask individual students to describe the contents of their purse/wallet. • Language note. Drill the examples. • Ask students about their spending habits. <ul style="list-style-type: none"> - How do you usually pay for things? - Do you ever pay by credit card? • Ask students to make two sentences using lend and borrow. 			
1	<ul style="list-style-type: none"> • Ask two students to read the example. • Put students in pairs to ask and answer the questions. • ANSWERS: 1- Can I pay by credit card, please? 2- Can I borrow some money, please? 3- Can I have the bill, please? 4- Can I exchange some foreign currency, please? 5- Can I have a receipt, please? 6- Can I pay by cheque, please? 7- Can I have some coins for the machine, please? 8- Can I open a bank, please? 9- Can I pay for these books, please? 10- Can I have my change, please? 			
2	<ul style="list-style-type: none"> • Tell students they are going to listen to eight conversations. In each conversation there is a problem. • They have to find out the problem. • PLAY LISTENING 49.2 (CD 2 track 50) - Audio Script at the end of the book. • Put students in pairs to compare their answers. • ANSWERS: 1- He hasn't got enough money. 2- He can't pay by credit card. / The shop doesn't take credit cards. 3- They haven't got any coins. 4- He hasn't had his salary yet. 5- She can't remember her PIN. 6- He hasn't given enough change. 7- Her father won't lend her any money. 8- He didn't sign the cheque. 			
3	<ul style="list-style-type: none"> • Focus on the first item and ask how people normally receive their salary in Brazil. 			
4	<ul style="list-style-type: none"> • Put students in pairs to number the instructions in the correct order. • Tell students to think of two more instructions they might see on a cash machine. <ul style="list-style-type: none"> - Type in the amount and press enter. - Cash with receipt. • ANSWERS: 1- please insert your card. 2- Please enter your PIN. 3- Please remove your card and wait for your cash. 4- Please take your cash. 			
ENGLISH IN THE WORLD				
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY: VOL 12 LESSON 1 A PAY RISE. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			

CONTENT: To talk about the future.		MATERIAL: English for Life, CD 2, DVD English way vol 4 and 7.	Class 36	UNIT 50
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> • Who can you see? Where are they? • What is Cindy doing? What is Sarah holding? • PLAY LISTENING 50.1 (CD 2 track 51) • POS LISTENING QUESTIONS <ul style="list-style-type: none"> • Where did Peter find information about money in the future? • Who sent the text? Why is Lucy going to be late? • Where did Peter read about money in the future? What does Russel want? 			
2	<ul style="list-style-type: none"> • Grammar table. Explain the use of will. • Ask students to read the text in exercise 1 and find another example of a prediction. • Look at the examples. Drill them as a class. • Ask questions about the text to elicit Yes...will/ No...won't. <ul style="list-style-type: none"> • Will Lucy be early? 			
3	<ul style="list-style-type: none"> • Tell students to make positive sentences with the cues that have a tick, and negative sentences with those that have a cross. • Put students in pairs to make and answer questions using the cues in exercise 3a. • ANSWERS: 1- We won't use money. 2- We will pay for things electronically. 3- We will buy everything on the internet. 4- We won't go shopping. 5- We won't write letters. 6- We will send emails. 7- We won't travel to work. 8- We will work from home. • ANSWERS: 1- Will we use money? 2- Will we pay for things electronically? 3- Will we buy everything on the internet? 4- Will we go shopping? 5- Will we write letters? 6- Will we send emails? 7- Will we travel to work? 8- Will we work from home? 			
4	<ul style="list-style-type: none"> • Point out that email can be used as a verb (as well as a noun). • PLAY LISTENING 50.2 (CD 2 track 52) - Audio Script at the end of the book. • Tell students to listen to the voice mail message and complete the sentence with will/ won't and one of the verbs. • Tell students to go through the statements in exercise 4a and write questions for each one. • Put students in pairs to ask and answer questions. • ANSWERS: 1- won't arrive. 2- will email 3- won't have 4- will miss 5- will phone 6- will fix 7- won't need 8- won't be. • ANSWERS: 1- Will the visitors arrive before three o'clock? 2- Will Farida email the photographs? 3- Will her husband have time to get the theater tickets? 4- Will John miss the meeting? 5- Will her mother phone later? 6- Will the engineer fix the computer tomorrow morning? 7- Will her son need a meal? 8- Will Margaret be here next week? 			
5	<ul style="list-style-type: none"> • Read the writing task and the examples. Make two predictions about your life. • Tell students to say two predictions about their lives. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY: VOL 4 LESSON 1 PASSPORT CONTROL. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. • Play the DVD ENGLISH WAY: VOL 7 LESSON 1 DEPARTMENT STORE. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 27#2/3/4/5, UNIT 28#1/2/3) and Old Edition (UNIT 29 and UNIT 30). 			

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CONTENT: To make predictions about the future.		MATERIAL: English for Life, CD 2, flash cards.	Class 37	UNIT 51
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Broken Telephone: This is a listening and pronunciation activity that always gets people laughing. The teacher first must think of a sentence or phrase and whisper it to the person beside her/him. That person will then whisper what she heard to the next person. Each person can only say, "Can you please repeat that?" one time. When the message reaches the end of the chain that person must speak out loud. Oftentimes the message will be completely different when it reaches the end. Try to find out where the chain broke! 			
1	<ul style="list-style-type: none"> • PLAY LISTENING 51.1 (CD 2 track 53) • Underline new vocabulary. • Tell students to tick the topics that the people write about. • In pairs ask students to read the first text again and decide if the writer thinks that life will be better or worse in the future. <p>ANSWERS: computers, cars, diseases.</p> <p>ANSWERS: 1- better. 2- Better. 3- worse.</p>			
2	<ul style="list-style-type: none"> • Ask students to read the text again and underline all of the adjectives in the text. • Go through the list of comparative adjectives • Put students in pairs to complete the exercise. <p>ANSWERS: quiet and cleaner: cars. Smaller and more powerful: computers. More dangerous: the world. Easier: life. Safer: roads. Faster and cheaper: travel.</p>			
3	<ul style="list-style-type: none"> • Put students in pairs to complete the exercise. • Have a conversation. Ask them what they think about these topics in the future. • Language note. Drill the examples as a class. <p>ANSWERS: mobile phones: people won't have mobile phones.</p> <p>Computers: computers will be as small as mobile phones, they will do everything, people won't need keyboards because they will be able to talk to their computers, computers will drive cars.</p> <p>Transport: we will have cars, they will be different to today's cars, cars won't use petrol or diesel, they will use electricity or hydrogen, people won't drive cars, planes will be better.</p> <p>The world's population: millions of people will die from a new and dangerous disease.</p>			
4	<ul style="list-style-type: none"> • Put students in pairs and ask students to read the cues and write their opinion for each set of cues using I think or I don't think. <p>ANSWERS: 1- I think / don't think we will drive cars. 2- I think / don't think the world will be more dangerous. 3- I think / don't think computers will do everything for us. 4- I think / don't think millions of people will die from diseases. 5- I think / don't think cars will use electricity. 6- I think / don't think global warming will destroy the earth. 7- I think / don't think we will have wars. 8- I think / don't think people will take holidays in space.</p>			
5	<ul style="list-style-type: none"> • FLASH CARDS Now give to each student a flash card. In pairs they have to use the words to make questions to his / her friend using Do you think...? <p>ANSWERS: 1- Will we drive cars? 2- Will the world be more dangerous? 3- Will computers do everything for us? 4- Will millions of people die from diseases? 5- Will cars use electricity? 6- Will global warming destroy the earth? 7- Will we have wars? 8- Will people take holidays in space?</p>			
PRONUN	<ul style="list-style-type: none"> • Model the pronunciation. Ask: Which is the stressed word? • PLAY LISTENING 51.2 (CD 2 track 54) • Put students in pairs to mark the stress in each line. <p>ANSWERS: I'll see you. I'll see you this evening. We'll be there. We'll be there at ten.</p>			
Homework	<ul style="list-style-type: none"> • Composition 09: What do you think you are going to do in the future. Write 10 sentences. 			

CONTENT: To talk about money problems.		MATERIAL: English for Life, CD 2.	Class 37	UNIT 52
STEPS	ATIVIDADE			
1 / 2	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Picture 1: Who is Russell talking to? Where are Russell and Cindy? What is Cindy doing? What is Russell holding? - Picture 2: Who is Cindy with? What is Ryan holding? How do you think he is feeling? What do you think the letters are? - Picture 3: Who is Cindy speaking to? • PLAY LISTENING 52.1 (CD 2 track 56) • Underline new vocabulary. • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Picture 1: Who has sent an email? Why can't Cindy afford another year at university for Melanie? What has closed? Has this affected Cindy and Ryan's business? Does Ryan want to sell the café? - Picture 2: Has Ryan been to the bank? Who has made an offer for The Coffee Shop? Where do Cindy and Ryan live? Why do they have to sell The Coffee Shop? - Picture 3: Who's going to buy The Coffee Shop? What do Cindy and Ryan decide to do? Why? • ANSWERS: They decide to sell the coffee shop to Anna because they are broke. 			
3	<ul style="list-style-type: none"> • In pairs tell students to read the text and complete the sentences. • Put students in pairs to compare their answers • ANSWERS: 1- Melanie 2- Peter's old office 3- A big company 4- The coffee shop 5- Anna 6- The bank 7- Cindy 8- Ryan 9- Cindy 10- Cindy and Ryan. 			
4	<ul style="list-style-type: none"> • Everyday expressions. Tell students to find and underline them in the text. • Ask students to complete the expressions. • Tell students to look at the expressions in exercise 4A and find a suitable expression to complete the sentence. • Put students in pairs to complete the conversations. • ANSWERS: will, can't, very, money, bad, broke. ANSWERS: 1a-) much will that cost? 1b-) we can't afford it. 1b-) broke. 2a-) isn't a bad price. 2b-) business isn't very good. 			
5	<ul style="list-style-type: none"> • Language check. Tell students to look at the pictures. • Ask students to underline all of the examples of future with will. • ANSWERS: Picture 1: How much will that cost?... that will be the end for us. ... Who'll buy it when it's losing money? Maybe she will buy it. Picture 2: Will the bank give us a loan? No, they won't. ... Where will we live? We'll open a bar on the Costa del Sol in Spain. Picture 3: We'll sell the coffee shop to Anna. 			
6	<ul style="list-style-type: none"> • Put students in groups. Tell them to practice the story, each taking one part. 			

CONTENT: To talk about activities:		MATERIAL: English for Life, CD 2, DVD ENGLISH WAY vol 14, DVD Oxford	Class 38	UNIT 53
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 14: LESSON 2 IT'S MY FAVOURITE PASTIME! Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better 			
1	<ul style="list-style-type: none"> • Ask students what they like to do in their free time, what kind of activity or sports. • PLAY LISTENING 53.1 (CD 2 track 57) • Note that DIY is an abbreviation of do it yourself • ASK: <i>Do you like ... (choose one activity)?</i> • Language note. 			
2	<ul style="list-style-type: none"> • PLAY LISTENING 53.2 (CD 2 track 58). Audio Script • Students make questions with <i>Do you like</i> <p>1 sunbathe. Do you like sunbathing? 2 go to the gym. Do you like going to the gym? 3 paint. Do you like painting? 4 surf the Internet. Do you like surfing the Internet? 5 do DIY. Do you like doing DIY? 6 collect things. Do you like collecting things?</p>			
3	<ul style="list-style-type: none"> • Put students in pairs to ask and answer about activities. 			
4	<ul style="list-style-type: none"> • Draw three columns on the board. In each one write playing, doing and other verb + ing. • In the column of playing write tennis, on the column of doing write karate and in the column of verb + ing write gardening. • Put students in pairs to list other activities that they know. 			
5	<ul style="list-style-type: none"> • PLAY LISTENING 53.3 (CD 2 track 59) - Audio Script at the end of the book. • Tell students to complete with the information they hear. • ANSWERS: Arnold likes water-skiing, sailing, relaxing in the garden, and listening to music. He doesn't mind canoeing. He doesn't like doing DIY. He hasn't tried scuba-diving. // • Beth likes swimming, playing tennis, and going out with friends. She doesn't like going to the gym or jogging. She doesn't mind doing yoga. She hasn't tried scuba-diving. // 			
6	<ul style="list-style-type: none"> • Tell students to read the cues and write sentences about their lives. • Put students in pairs to say what they wrote. 			
Resource Activity	<ul style="list-style-type: none"> • Play the DVD OXFORD: SMART CHOICE 3 UNIT 1 FAVOURITE HOBBY. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better 			

CONTENT: To talk about future possibilities.		MATERIAL: English for Life, CD 2	Class 38	UNIT 54
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - What can you see? - Where are the people? - What are they doing? - What time of year do you think is it? • PLAY LISTENING 54.1 (CD 2 track 60) • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - What sort of information are the people giving? - What's the best time to visit Japan? - Where can you see cherry blossom in spring? - What's the best time to go to the Mediterranean if don't like crowds? 			
2	<ul style="list-style-type: none"> • Language note. Explain First conditional. Drill the examples. 			
3	<ul style="list-style-type: none"> • Put students in pairs to complete the exercise. • ANSWERS: 1- book, will be. 2- will get, book. 3- travel, won't be. 4- will have, come. 5- won't need, have. 6- travel, will take. 7- go, won't be. 8- will need, want. 			
4	<ul style="list-style-type: none"> • PLAY LISTENING 54.2 (CD 2 track 61) • Tell students to listen and match it with a cue (a-f). • Ask students to write a sentence with <i>When</i>. • ANSWERS: 1-C 2-D 3-A 4-E 5-F 6-B • AUDIO SCRIPT AND ANSWERS: <div> <div> 1- I'll collect the tickets when I have my lunch break. 2- I'll phone you when I leave the office. 3- I'll look for a hotel when I arrive. 4- I'll send you a postcard when I go on holiday. 5- I'll book the holiday when I go into town. 6- I'll take a taxi when I go to the airport. </div> <div> When I have my lunch break, I'll collect the tickets. When I leave the office, I'll phone you. When I arrive, I'll look for a hotel. When I go on holiday, I'll send you a postcard. When I go into town, I'll book the holiday. When I go to the airport, I'll take a taxi. </div> </div> 			
5	<ul style="list-style-type: none"> • Put students in pairs to think of two more ways to complete the sentence. • Ask different students to say sentences about themselves. 			
PRONUN	<ul style="list-style-type: none"> • Model pronunciation • PLAY LISTENING 54.3 (CD 2 track 62) • Tell students they are going to hear four sentences. • Tell them to listen and say if they hear <i>want</i> or <i>won't</i>. • PLAY LISTENING 54.4 (CD 2 track 63) - • Put students in pairs to practice saying the sentences. • ANSWERS AND AUDIO SCRIPT <div> 1- won't / We won't be there. 2- want / We want to go by train. 3- want / We want to stay in a hotel. 4- won't / We won't see you tomorrow. </div> 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 99) and Old Edition (UNIT 111). 			

CONTENT: To understand a holiday guide.		MATERIAL: English for Life, CD 3, DVD Oxford	Class 39	UNIT 55
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - What can you see? - Where are they? - What are they doing? - What country do you think they're in? • PLAY LISTENING 55.1 (CD 3 track 02) • Underline new vocabulary. • Ask students to match the texts with the correct picture. • ANSWERS: 1- B 2- A 3- D 4- C 			
2	<ul style="list-style-type: none"> • Put students in pairs to read the remaining three texts and complete the exercise. • Language note. Drill each example as a class. • ANSWERS: TEXT 1: 1- Croatia 2- On a yacht 3- Sailing 4- Sightseeing TEXT 2: 1- Thailand 2- In a hotel / at the Chiva- Som Hotel 3- Relaxing 4- Yoga, Tai Chi, massage, a course in Thai cooking. TEXT 3: 1- Cuba 2- In a hotel / at the Hotel National 3- Dancing 4- Exploring the rainforest and beaches. TEXT 4: 1- Egypt 2- In a hotel / at the Rosetta Hotel In Sharm-el-Sheikh 3- Scuba-diving 4- Flights to see Egypt's ancient's monuments. 			
3	<ul style="list-style-type: none"> • Ask students to read the text again and find and underline the adjectives • Put students in pairs to complete the exercise. • ANSWERS: 1- The sea in Croatia 2- The island in Croatia, coral reefs in the Red Sea 3- The Chiva-Som Hotel, the clubs in Havana 4- the food at the Chiva-Som Hotel 5- the rainforest and beaches in Cuba 6- the weather of the Red Sea 7- the fish in the Red Sea 8- the monuments in Egypt. 			
4	<ul style="list-style-type: none"> • Tell students to read the questions again and write sentences about their holidays. • Ask different students about their holidays. • Put students in pairs. Tell them to use the questions in exercise 4A to ask and answer questions about each other's holiday. 			
Resource Activity	<ul style="list-style-type: none"> • Play the DVD OXFORD: SMART CHOICE 2 UNIT 12 DIFFERENTS PLACES TO LIVE. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 105#2) and Old Edition (UNIT 99). • Composition 10: Write 10 things you will do if you win the lottery. 			

CONTENT: To make and confirm hotel reservation.		MATERIAL: English for Life, CD 3, DVD ENGLISH WAY vol 14 and 7.	Class 39	UNIT 56
STEPS	-ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> Have a conversation with students about what place they would like to spend a holiday and one where they wouldn't. Play the DVD ENGLISH WAY VOL 14: LESSON 3 BREAKFAST INCLUDED. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better 			
1	<ul style="list-style-type: none"> PRE LISTENING QUESTIONS <ul style="list-style-type: none"> Where is the man? Who is he? What sort of things does he do in his job? PLAY LISTENING 56.1 (CD 3 track 03) Underline new vocabulary. POS LISTENING QUESTIONS <ul style="list-style-type: none"> What's the name of the hotel? When does the woman want to stay at the hotel? What dates will she arrive and leave? Who will she be with? Do they have to pay extra for breakfast? Put students in pairs to practise 			
2	<ul style="list-style-type: none"> Everyday expressions. Put students in pairs to complete the expressions. ANSWERS: make, for, many, how, like, include, name ANSWERS: caller, receptionist, receptionist, receptionist, caller, caller, receptionist 			
3	<ul style="list-style-type: none"> PLAY LISTENING 56.2 (CD 3 track 04) - Audio Script at the end of the book. Underline new vocabulary. Play the audio twice for students to listen and complete the table. Put students in a pairs and point to the table. Tell them to make the two conversations. ANSWERS: 1. Carlos Gonzales, 25 April, two nights, one guest, single room, non smoking, £ 60, breakfast not included. 2. Carol Mills, 6 November, one night, two guests, a twin room with a balcony, € 100, breakfast included. 			
4	<ul style="list-style-type: none"> Read through the email. Go through the text again and ask questions about the content. <ul style="list-style-type: none"> Who is M Barker? Who is the email addressed to? What information is included? Put students in A / B pairs. Tell As to Carlos Gonzalez to confirm his reservation and Bs to write to Carol Mills. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> Focus on the signs. Drill each item as a class. Tell students to write the signs in their own language. Tell students to think of two more signs they might see in a hotel. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> Play the DVD ENGLISH WAY VOL 7: LESSON 2 BOOKING A HOTEL. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			

CONTENT: Correction		MATERIAL: Grammar in use, EFL book, Sentences in Portuguese	Class 40	Grammar Correction
STEPS	ATIVIDADE			
GRAMMAR IN USE	<ul style="list-style-type: none"> • Give a clap for each done UNIT. • Remember that this class is to solve doubts only. They must have done the Units at home. Ask them to open in the UNIT and tell you if they had any doubts or difficulties. Follow the Units in the order below. • Grammar Book: 27# 2/3/4/5, 28# 1/2/3, 98#1/3, 99, 105# 2 • Composition 09 and 10. 			
EFL REVIEW ANSWERS	<ul style="list-style-type: none"> • Book page 95. Do it one by one <ul style="list-style-type: none"> ✓ Vocabulary: Students do it and then you can correct. ✓ Grammar: Students do it and then you can correct. ✓ Skills: Students do it and then you can correct. ✓ English for Everyday Life: Students do it and then you can correct. <p>REVIEW ANSWERS 49/56</p> <p>verbs. spend, pay, borrow, Lend</p> <p>bank: PIN number, bank account, cheque cash, coins, foreign currency, notes</p> <p>2 1 spend 2 Lend 3 borrow 4 pay</p> <p>3 1 d 2 f 3 b 4 e 5 c 6 a</p> <p>4 1 'll be 2 won't live 3 'll move 4 'll buy 5 'll learn 6 won't find 7 'll relax 8 'll go</p> <p>9 won't be 10 won't have</p> <p>6 1 You won't get wet if you take an umbrella.</p> <p>2 He'll buy a car if he passes his driving test.</p> <p>3 If they leave now, they won't miss the train.</p> <p>4 If the weather is horrible, we won't go out.</p> <p>5 I'll get some coffee if I go out.</p> <p>6 If I see Jan, I'll tell him about the meeting.</p> <p>7 1 cooking 2 Hanoi 3 two 4 south 5 food 6 go sightseeing</p> <p>8 1 It's losing money.</p> <p>2 Business isn't very good.</p> <p>3 It isn't a bad price.</p> <p>4 We can't afford it.</p> <p>5 How much will that cost?</p> <p>9 a2 b4 c1 d3 e6 f7 g5 h8</p>			
Presentation	<ul style="list-style-type: none"> • Hoje é um dia na qual voce poderá usar uns minutos para lembrar seus alunos e ajuda-los a pensar no TEMA da apresentação deles. Aconselhe que quanto antes eles pensarem num tema, mas bonita sairá a apresentação. 			

Sentences in Portuguese

Unit 27

Carmem estará no escritório às 9.
 Não creio que Daniel venha este fim de semana.
 Acho que chegaremos tarde. (chegar tarde = be late)
 Não creio que Ricardo compre estes sapatos.
 Creio que verei André no domingo
 Quando você saberá o resultado de seu exame? (resultado = result)
 Ela é uma boa aluna. Vai passar nas (suas) provas. (passar = pass)
 Acho que terminarei este exercício hoje.

Unit 28

Vejo-o amanhã às 10, certo?
 Na próxima sexta-feira lavaremos o carro, certo?
 Estou muito cansado. Conversaremos amanhã.

Unit 98 / 99

Quando cheguei à estação, o trem estava esperando.
 Quando terminar o filme, não se esqueça de desligar a televisão.
 Não posso comprar nada se que você me dê dinheiro.
 Se ganharmos a loteria, compraremos um carro novo.
 Rob. Escove os dentes antes de deitar-se. (deitar-se = go to bed)
 Feche as janelas e a porta se você está com frio.
 Compraremos um carro novo quando tivermos mais dinheiro.

Unit 105

Susi estava muito cansada depois da aula.
 Sandy dormiu durante o concerto. (dormir = fall asleep)
 Mark caiu enquanto corria.
 Sempre me visto antes de tomar café da manhã. (vestir-se = get dressed)
 O que você fez depois de visitar o museu?
 Paul telefonou antes de vir.
 Sua mãe nos deu uma xícara de chá enquanto nós o esperávamos.
 Eles tomaram uma ducha depois de jogar futebol
 Depois de ver televisão, ela foi dormir.
 Meu avô estava na França durante a guerra.

CONTENT: To talk about everyday office activities.		MATERIAL: English for Life, CD 3, DVD ENGLISH WAY vol 21.	Class 41	UNIT 57									
STEPS	ATIVIDADE												
WARM UP	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 21: LESSON 3 I BOOKED THE DELUXE SUITE. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better 												
1	<ul style="list-style-type: none"> • PLAY LISTENING 57.1 (CD 3 track 05) • Students repeat • Put students in pairs. Give them two minutes to write down the names of other things in the picture. • ANSWERS: desk, chair, computer, disks, phone, notebook, photo, briefcase, pen, pencil, ruler, eraser (rubber), books, files, keyboard, mouse, monitor. 												
2	<ul style="list-style-type: none"> • Read through the office activities. • Put students in pairs to complete the exercise. • ANSWERS: <u>send</u> an email / a letter, <u>make</u> an appointment / a phone call, <u>do</u> some filing / some photocopying, <u>go</u> to a meeting / on the Internet, <u>have</u> a break / a day off, <u>use</u> the computer / the fax machine. 												
3	<p>3a</p> <ul style="list-style-type: none"> • Focus on the verbs in exercise 2. • Put students in pairs to write the past forms of each verb. • ANSWERS: sent, made, did, went, took, used. • Students make a sentence in the past with the correct verb. <p>■</p> <ul style="list-style-type: none"> • PLAY LISTENING 57.2 (CD 3 track 06) Audio Script <table border="0"> <tr> <td>1 an appointment. I made an appointment.</td> <td>2 some filing. I did some filing.</td> <td>3 a day off. I had a day off</td> </tr> <tr> <td>4 to a meeting. I went to a meeting</td> <td>6 some emails. I sent some emails</td> <td>6 the fax machine. I used the fax machine</td> </tr> <tr> <td>7 some phone calls. I made some phone calls</td> <td>8 on the Internet. I went on the Internet.</td> <td></td> </tr> </table>				1 an appointment. I made an appointment.	2 some filing. I did some filing.	3 a day off. I had a day off	4 to a meeting. I went to a meeting	6 some emails. I sent some emails	6 the fax machine. I used the fax machine	7 some phone calls. I made some phone calls	8 on the Internet. I went on the Internet.	
1 an appointment. I made an appointment.	2 some filing. I did some filing.	3 a day off. I had a day off											
4 to a meeting. I went to a meeting	6 some emails. I sent some emails	6 the fax machine. I used the fax machine											
7 some phone calls. I made some phone calls	8 on the Internet. I went on the Internet.												
4	<ul style="list-style-type: none"> • Ask students to describe what the two men are wearing. • Why isn't Sayeed wearing a suit? • Tell students to listen and find the answer. • PLAY LISTENING 57.3 (CD 3 track 07) - Audio Script at the end of the book. • ASK: What was the first thing that Josh did? • Tell students to listen and number the things in the correct order. • PLAY LISTENING 57.3 (CD 3 track 07) • ANSWERS: He had a day off. • ANSWERS: 1- made a few phone calls 2- sent some emails 3- had a break 4- went to a meeting 5- made a couple of appointments 6- did some filing 7- went on the Internet. 												
5	<ul style="list-style-type: none"> • Ask students about the things you did yesterday. • Tell students to look at the list of activities and write sentences about the things they did. • Put students in pairs to make expressions with the verbs in the box in exercise 2 • Tell students three more things that you did yesterday. • Put students in pairs to ask and answer questions about yesterday using the model. 												
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 57#2/3, 58#2/4) and Old Edition (UNIT 57, 58). 												

CONTENT: To express obligation.		MATERIAL: English for Life, CD 3.	Class 41	UNIT 58
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • MEMORY GAME: Put the students in a circle. Choose one student to start the game. This person starts by saying the following sentence: "Yesterday I went to the market and I bought some fish." The next person repeats the first sentences and adds another thing that they bought. Ex, "Yesterday I went to the market and I bought some fish and some bananas." Each person in turn repeats the sentence and adds another item. The students have to concentrate hard to remember all the things in the correct order. 			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Who can you see? - Where are they? - What time is it? - What is Lucy holding? • PLAY LISTENING 58.1 (CD 3 track 08) • Underline new vocabulary. • POST LISTENING QUESTIONS <ul style="list-style-type: none"> - What isn't working? - Why does Daniel have to go? - Why mustn't they use the photocopier? - What time is Olive's meeting? - Where is Lucy going to take the report? - Why doesn't Lucy have to copy the report today? • Put students in pairs to practice the conversation. Monitor. 			
2	<ul style="list-style-type: none"> • Explain must / mustn't, have to. • Ask students to read the text in exercise 1 and find examples of things that are necessary. • Repeat with things that aren't allowed. 			
3	<ul style="list-style-type: none"> • Put students in pairs to rewrite the sentences with must or mustn't. • ANSWERS: 1- You mustn't use the lift. You must take the stairs. 2- You must park between the white lines. You mustn't park on the yellow lines. 3- You must stop when the light is red. You mustn't stop on the crossing. 4- You must put all paper in the bin. You mustn't put bottles or food in the bin. 5- You mustn't use the office phone for personal calls. You must use your mobile. 			
4	<ul style="list-style-type: none"> • Explain the difference between mustn't and don't have to. 			
5	<ul style="list-style-type: none"> • Put students in pairs to complete the sentences. • ANSWERS: 1- mustn't 2- mustn't 3- don't have to 4- mustn't 5- don't have to 6- mustn't 			
6	<ul style="list-style-type: none"> • Put students in pairs. Tell students to say six sentences about their lives using have to / don't have to. • Put students in pairs to compare their sentences and see if they have any rules which are the same. 			
PRONUN	<ul style="list-style-type: none"> • Model the pronunciation of must and mustn't without pronouncing the t: • PLAY LISTENING 58.2 (CD 3 track 09) 			

CONTENT: To talk about my daily journey.		MATERIAL: English for Life, CD 3, DVD ENGLISH WAY vol 11,	Class 42	UNIT 59
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> Have a conversation with students about kinds of transport. <ul style="list-style-type: none"> How do come to school? How do you go to work? Is there another kind of transportation that you can use? 			
1	<ul style="list-style-type: none"> PRE LISTENING QUESTIONS <ul style="list-style-type: none"> What are the people doing? What forms of transport can you see? Where do you think the people are? Put students in pairs to list other forms of transport. PLAY LISTENING 59.1 (CD 3 track 10) - Audio Script at the end of the book. Tell students to listen and say which city the people work in. ANSWERS: 1- Venice 2- Kuala Lumpur 3- New York 			
2	<ul style="list-style-type: none"> Language note. Explain it takes... Students listen again and complete the table. ANSWERS: 1- Takes the train to the central station and then takes a waterbus, about an hour and a half; the waterbus is crowded with tourists in summer. 2- Takes the bus to the metro station and then takes the monorail metro, an hour and a quarter, she doesn't live near the metro station. 3- by bike usually (by subway in winter), about half an hour (45 minutes by subway), can't cycle in winter and cars drives open doors in front of him 			
3	<ul style="list-style-type: none"> Ask one student to read through the text. Put students in pairs to complete the text using the information in exercise 1 and 2. ANSWERS: He lives near Venice. He works in the city centre. He walks to the station and he takes the train to the central station. Then he takes the waterbus. The journey takes about an hour and a half. The journey is OK, but in the summer the waterbus is crowded with tourist. SUGGESTED ANSWERS: 2- She lives in the suburbs of Kuala Lumpur. She works in the city centre. She takes a bus to the metro station. Then she takes the monorail metro. The journey takes about an hour and a quarter. The journey is very fast and comfortable. 3- He lives and works in New York. He cycles to work. The journey takes about half an hour. The journey is OK, but he has to be careful because cars drive open their door in front of him and in the winter he can't cycle. 			
4	<ul style="list-style-type: none"> Go through questions 1 - 4. Make sentences about your life. In pairs tell students to read questions 1 - 4 again to ask and answers for themselves. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> Ask one student to read the text class. POS READING QUESTIONS <ul style="list-style-type: none"> When are the busiest times for transport in Britain? What time is the school run? Why are the roads busy between 5 and 6.30 p.m.? Ask students questions about rush hour in Brazil. <ul style="list-style-type: none"> Do many parents take their children to school by car in (Brazil)? What time do people go home from work in Brazil? 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> Play the DVD ENGLISH WAY: VOL 11 LESSON 1 ROUTINE TASK. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better 			

CONTENT: To greet a visitor.

MATERIAL: English for Life, CD 3.

Class 42

UNIT 60

STEPS	ATIVIDADE
WARM UP	Have a conversation with students about computer. Ask students all the ways that they use computers.
1 / 2	<p>PRE LISTENING QUESTIONS</p> <ul style="list-style-type: none"> - What do you think Jordan's doing? - Who is he talking to? - What is Sarah holding? - What is Sarah painting at? - What is she doing with the bag? - What do you think she's saying to Jordan? - What are they looking at? - Do they look happy? Why not? - What is Sarah doing? <p>• PLAY LISTENING 60.1 (CD 3 track 11)</p> <p>• Underline new vocabulary.</p> <p>• POS LISTENING QUESTIONS</p> <ul style="list-style-type: none"> - What do Sarah and Jordan find? - Is Jordan happy to see Sarah? - What time does Sarah have to be at the university? - Who's a lucky man? - Why is Peter lucky? - Who bought Peter's old offices? - Why is Jordan checking the laptops? - What does Sarah want Jordan to do? - What does Sarah tell Peter to do? <p>• ANSWERS: An email from Anna Harlow to Startlight Properties.</p>
3	<ul style="list-style-type: none"> • Put students in pairs and tell them to read the text and answer the questions. • ANSWERS: 1- At Jordan's workshop 2- to the university 3- some coffee and some doughnuts 4- checking some laptops 5- startlight properties 6- Russell's girlfriend 7- the coffee shop 8- because it isn't his email. 9- Because Sarah says she won't give him his coffee and doughnuts if he doesn't. 10- Phones Peter.
4	<ul style="list-style-type: none"> • Everyday expressions. Tell students to find and underline them in the text. • Ask students to complete the expressions. • Put students in pairs to make conversations. Monitor. • ANSWERS: on, a, to, a, me.
5	<ul style="list-style-type: none"> • Language check. Tell students to look after at the first picture. • Ask them to read the text again and underline all of the examples of must/mustn't or (don't) have to. • Repeat with the remaining pictures. • ANSWERS: picture 1: ... I don't have to be there till 3:30. You don't have to do that. Picture 2: we have to check these laptops... we mustn't open emails. Picture 3: you must come here quickly.
6	<ul style="list-style-type: none"> • Focus on the story. Put students in groups. Tell them to practice the story, each taking one part.

CONTENT: To talk about things and jobs in the home.		MATERIAL: English for Life, CD 3, flash cards, DVD Oxford	Class 43	UNIT 61
STEP	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> FLASH CARDS: With pictures of rooms in the house, hold the flash cards up one by one to elicit the name of each room. Repeat to elicit spelling. 			
1	<ul style="list-style-type: none"> PLAY LISTENING 61.1 (CD 3 track 12) Repeat the vocabulary. Put students in pairs to write the names of other household appliances 			
2	<ul style="list-style-type: none"> PLAY LISTENING 61.2 (CD 3 track 13) Audio Script Ask students to listening and write where the things are. <p>1 We're looking for a DVD player. The DVD players are over there. 2 We'd like to buy a kettle. The kettles are over there 3 We need a new dishwasher. The dishwashers are over there 4 Have you got any hairdryers? The hairdryers are over there. 5 Where are your toasters, please? The toasters are over there. 6 We're looking for a microwave. The microwaves are over there.</p>			
3	<ul style="list-style-type: none"> ASK: Where do you use a DVD player? Repeat with other appliance In pairs, tell students to complete the table. ANSWERS: living room: vacuum cleaner, DVD player, heater, electric fan, light bulb, air conditioner. Kitchen: washing machine, microwave, dishwasher, kettle, toaster, heater, electric fan, light bulb, air conditioner. Bathroom: shaver, electric fan, light bulb. Bedroom: vacuum cleaner, hairdryer, clock radio, heater, electric fan, light bulb, air conditioner. 			
4	<ul style="list-style-type: none"> Read the expressions Put students in pairs to match each verb with a group of items. Language note. Drill the examples ANSWERS: 1- make 2- do 3- tidy 4- clean 5- cook 6- lay 7- take out 			
5	<ul style="list-style-type: none"> Tell students to go through the list and make notes about who does their household jobs. Put students in pairs to ask and answer questions. <ul style="list-style-type: none"> Do you make the beds? Who does the shopping in your house? 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> FLASH CARDS: Put students in pairs and play a game of Dominoes. On the right hand side of each domino write the first half of an appliance. On the left hand side write the second half of the appliance. Play the DVD OXFORD: OXFORD FIRST CHOICE UNIT 8 MY ROOM. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better 			
HOMEWORK	<ul style="list-style-type: none"> Grammar book: New Edition (UNIT 45 all) and Old Edition (UNIT 48). 			

CONTENT: To understand and give advice.		MATERIAL: English for Life, CD 3, Bingo definition, flash cards.	Class 43	UNIT 62
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Play a game of Bingo Definitions With FLASH CARDS. • Divide the class into two teams. Choose one team to start. • Calls out a definition, students listen, and if the word is correct they choose a place on the grid to write the word, and cross it off • Play until someone crosses off all the words in a line, and then play again until someone crosses off all four corners. 			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - What is the person doing? - What's going to happen? • PLAY LISTENING 62.1 (CD 3 track 14) • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Which pictures show something dangerous? - What should you do before you touch electrical things? - What's the best way to reach things? 			
2	<ul style="list-style-type: none"> • Explain should. Drill the examples. • ASK: Should you stand on a chair to change a light bulb? Should you use a stepladder to change a light bulb? 			
3	<ul style="list-style-type: none"> • Tell students to read the list again and complete the sentences with You should or You shouldn't. • Put students in pairs to compare their work. Ask different students to say one sentence. Check pronunciation. • ANSWERS: 1- you shouldn't 2- you should 3- you should 4- you shouldn't 5- you shouldn't 6- you should 7- you shouldn't 8- you should. 			
4	<ul style="list-style-type: none"> • Read through the list of problems and advice. • In pairs tell students to read the list of advice and match a piece of advice with the problem. • Put students in pairs. Tell them to rewrite the advice for each problem in exercise 4.A. • Nominate two students to read the example conversation. • Put students in pairs to make conversation using the problems and advice. • ANSWERS: 1- E 2- G 3- C 4- A 5- H 6- B 7- D 8- F • ANSWERS: 1- you should go to bed. 2- You should do to the dentist's. 3- You shouldn't go to work today. 4- You shouldn't leave the window open. 5- You should look for a job. 6- You should take an umbrella 7- you should phone the police 8- you shouldn't drive so fast. 			
5	<ul style="list-style-type: none"> • Put students in pairs to list advice for living a healthy life • Ask students to call out their ideas. • Tell students to work alone and write two pieces of advice for each of the things in the list. • Put students in pairs or small groups to compare their ideas. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> • Focus on the sings. Drill each item as a class. • Tell students to write the sings in their own language. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • FLASH CARDS: give to each student a flash card with problems using vocabulary that students have learned in previous lessons. Put students in teams. Read out each problem, Teams compete to give advice and win a point. • Play the DVD OXFORD: SMART CHOICE 3 UNIT 12 GREAT ADVICE. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 32#1/5) and Old Edition (UNIT 34). 			

CONTENT: To express my opinion		MATERIAL: English for Life, CD 3, DVD ENGLISH WAY vol 9.	Class 44	UNIT 63
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 9: LESSON 2 YOU SHOULD TRY IT! Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			
	<ul style="list-style-type: none"> • PRE LISTENING QUESTION <ul style="list-style-type: none"> - What can you see? - What are the people doing? - Do you think they are men or women? • PLAY LISTENING 63.1 (CD 3 track 15) In pairs students to read and answer the questions. • ANSWERS: 1- Spain 2- Husbands have to share jobs in the home. 			
1				
2	<ul style="list-style-type: none"> • Put students in pairs to complete the exercise. • Put students in pairs. Tell them to look at the other false statements: 5 and 6. • Say: Make the statements true. • ANSWERS: 1- F 2- T 3- T 4- T 5- F 6- F • ANSWERS: 5- that aren't all women. 6- Not all of the people in the café think the law is a good idea. 			
3	<ul style="list-style-type: none"> • Ask students to read the text again and find out who says this. • If students have problems finding the information, tell them to read what Pablo says again. • Put students in pairs to complete the exercise. • Language note: Drill each example as a class. • ANSWERS: Conchita: D, J. Juan: F, I. Laura: B, G. Pablo: A, H. Margatita: C, E 			
4	<ul style="list-style-type: none"> • Tell students to read the questions again. Ask them to write answers to each question using their own opinions. • Put students in pairs to compare their opinions. 			
5	<ul style="list-style-type: none"> • Tell students to use the pattern to write a paragraph expressing their opinions. • Put students in pairs or small groups to compare their paragraphs. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • You could ask your students if they have any problems in learning English. <i>What are their problems?</i> 			

CONTENT: To describe faults with everyday items.		MATERIAL: English for Life, CD 3, DVD ENGLISH WAY vol 17.	Class 44	UNIT 64
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • Play a game of Spelling Ping Pong using a selection of words from the lesson (<i>shop assistant, jumper, hairdryers, costumes, yesterday, weekend, camera, kettle, saucepan, toaster, DVD player, and sheet</i>) • Put students in A and B teams. Ask one member from each team to come to the front of the class. Say a word from your list. One student says the first letter of the word, the other student says the next letter. They continue to the end of the word. If neither student makes a mistake, both teams win a point. If one student makes a mistake, the other has a chance to finish the word and win a point of their team. • PLAY LISTENING 64.1 (CD 3 track 16) Students listen and repeat. 			
2	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS. <ul style="list-style-type: none"> • <i>Where are the people? Who are they? What do you think the woman is saying?</i> • PLAY LISTENING 64.2 (CD 3 track 17) • POS LISTENING QUESTIONS <ul style="list-style-type: none"> • <i>When did the woman buy the hairdryers?</i> • <i>What's wrong with it?</i> • <i>Why can't she exchange it?</i> • <i>What does she ask for? Has she got the receipt?</i> • Nominate two students to act out the conversation. • Put students in pairs to practise. Give them an opportunity to practise both roles. 			
3	<ul style="list-style-type: none"> • Everyday expressions. • Ask students to complete the expressions. • Go through the answers together. Drill each expression as a class. • ANSWERS: bought, working, sorry, exchange, refund, receipt. 			
4	<ul style="list-style-type: none"> • PLAY LISTENING 64.3 (CD 3 track 18) - Audio Script at the end of the book. • Tell students to listen to the first conversation and answer each question. • In pairs tell students to look at the answers for the first conversation and the conversation in exercise 2a as a model. • Nominate two students to make the first conversation. A is the customer and B is the shop assistant. • Put students in pairs and tell them to make the four conversations. • ANSWERS: Conversation 1: 1- A jumper 2- at the weekend 3- a hole 4- exchange. Conversation 2: 1- a kettle 2- two days ago 3- leaking 4- refund Conversation 3: 1- a clock radio 2- on Monday 3- damaged 4- refund Conversation 4: 1- a CD 2- yesterday 3- scratched 4- exchange 			
5	<ul style="list-style-type: none"> • Put students in pairs to make new conversations for each situation. 			
PRONUN	<ul style="list-style-type: none"> • Model the pronunciation of <i>won't</i>. • ASK: <i>How many syllables are there?</i> • PLAY LISTENING 64.4 (CD 3 track 19) • Put students in pairs. Tell them to practise saying the words and then put them in the correct column. • PLAY LISTENING 64.5 (CD 3 track 20) • Go through the answers as a class. • ANSWERS: one syllable: <i>won't, don't, can't, aren't, weren't</i>. Two syllables: <i>shouldn't, doesn't, mustn't, isn't, wasn't, haven't, hasn't</i>. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 17: LESSON 3 MAY I SEE THE RECEIPT? Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			

CONTENT: Correction		MATERIAL: Grammar in use, EFL book, Sentences in Portuguese	Class 45	Grammar Correction
STEPS	ATIVIDADE			
GRAMMAR	<ul style="list-style-type: none"> • Give a clap for each done UNIT. • Grammar Book: 57# 2/3, 58# 2/4, 48# 1/2/3, 45, 32# 1/5 			
EFL REVIEW ANSWERS	<ul style="list-style-type: none"> • Book page 97. Do it one by one. <ul style="list-style-type: none"> ✓ Vocabulary: Students do it and then you can correct. ✓ Grammar: Students do it and then you can correct. ✓ Skills: Students do it and then you can correct. ✓ English for Everyday Life: Students do it and then you can correct. <p>REVIEW ANSWERS 57/64</p> <p>1 1 a chair 2 a waste bin 3 a photocopier 4 a shelf 5 a filing cabinet</p> <p>2) 1 e 2 c 3 f 4 g 5 a 6 d 7 b</p> <p>3 She must / has to arrive on time. She must / has to answer the phone. She doesn't have to make coffee for the boss. She doesn't have to do shift work. She mustn't wear jeans. She mustn't smoke in the office.</p> <p>4 1 You shouldn't drink alcohol and drive. 2 You should have a holiday. 3 You should go to the doctor's. 4 You shouldn't eat lots of chocolate. 5 You should get a new car. 6 You shouldn't stand on the table.</p> <p>5 1 13,000 2 pubs, cafés, restaurants, offices 3 2004 4 in a pub in Glasgow 5 Jimmy and Rod 6 Mar 7 students' own answers</p> <p>6 1 Come 2 Take 3 Let 4 surprise 5 nice</p> <p>7 1 Leaking 2 working 3 scratched 4 torn 5 hole</p>			
Presentation	<ul style="list-style-type: none"> • Hoje é um dia na qual voce poderá usar uns minutos para lembrar seus alunos e ajuda-los a pensar no TEMA da apresentação deles. Caso eles ainda não tenha decidido. 			

Sentences in Portuguese

Unit 57

O que você fez ontem?
 Não consigo fechar esta caixa. "Seu irmão fará isso."
 O que faz sua esposa? "Ela é médica."
 Minha mãe fez estes bolos
 Às vezes eu faço o café da manhã em casa.
 Não faça barulho. Jorge está fazendo exercícios de yoga.
 Ontem fiz dois exames.
 Não gosto de arrumar a cama, mas alguém tem que fazê-lo.
 Faça as listas e eu farei as compras.
 Bob me fez um favor: enquanto eu estava passando roupa, ele lavou os pratos.

Unit 58

Não tenho cachorro. Tenho um gato
 Estou com um resfriado, mais não tenho febre.
 Normalmente tomo uma ducha à noite.
 As pessoas normalmente almoçam tarde na Espanha.
 Sempre tomo uma xícara de café da manhã.
 Quando Sue estava sem emprego, tinha muito tempo para ler.
 Você parece cansada. Tome uma xícara de chá e descanse.
 Deve, dê uma olhada nestas fotos.
 Demos uma festa no sábado e nos divertimos muito

Unit 45

O que você está lendo?
 Quem você viu na festa?
 O que você fez no domingo?
 Quem sabe falar italiano?
 Quem disse a professora?
 Quem você visitou ontem?
 Quem lhe deu este livro?
 O que aconteceu na sexta-feira? Você perdeu o ônibus? (perder= miss)
 Quem nos enviou este postal? (postal= postcard)
 Quem quer falar comigo?

Unit 32

Deveríamos comer mais fruta e verduras.
 Você não deveria trabalhar tanto.
 É tarde. Acho que eu devia ir pra casa.
 Devo visitar o João. Ele está doente.
 Creio que os bares não deveriam ficar abertos tão tarde. (os bares= bars)
 Você acha que deveríamos comprar um vídeo novo?
 Você não deveria dirigir tão depressa.
 Lizze disse que esse filme é muito bom. Nós deveríamos vê-lo.

CONTENT: To say what things are made of.		MATERIAL: English for Life, CD 3.	Class 46	UNIT 65
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PLAY LISTENING 65.1 (CD 3 track 21) Students listen and repeat. • ASK. <i>What's a book made of?</i> • Write: <i>Is it of wool? It's made of cardboard. Is it done of cotton?</i> Ask students to correct the sentences. 			
2	<ul style="list-style-type: none"> • Put students in pairs. Ask them to think of something made of each material in exercise 1 and write a sentence for each item. • Language note. Drill the examples. Point out that <i>woollen</i> and <i>wooden</i> are the only exceptions. • Write: <i>a bag made of leather, a shirt made of cotton, a ring made of gold, a box made of wood</i> on the board. Ask students to rewrite the items. Elicit: <i>a leather bag, a cotton shirt, a gold ring, a wooden box.</i> 			
3	<ul style="list-style-type: none"> • PLAY LISTENING 65.2 (CD 3 track 22) Audio Script • Students hear <i>These cups are made of paper</i>, say a sentence using the second noun as an adjective, then listen and repeat. <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>1 These cups are made of paper. They're paper cups.</p> <p>3 This jumper is made of wool. It's a woolen jumper.</p> <p>5 These earrings are made of gold. They're gold earrings.</p> </div> <div style="width: 48%;"> <p>2 This door is made of glass. It's a glass door.</p> <p>4 These boots are made of rubber. They're rubber boots.</p> <p>6 This bag is made of plastic. It's a plastic bag.</p> </div> </div>			
4	<ul style="list-style-type: none"> • Describe some of the things you're wearing. • Ask students to say one thing they're wearing. • Tell students to work in pairs and, using the cues, write sentences describing some of the things around them. 			
5	<ul style="list-style-type: none"> • PLAY LISTENING 65.3 (CD 3 track 23) - Audio script at the end of the book. • POS LISTENING QUESTIONS <ul style="list-style-type: none"> • <i>Who are the people?</i> • Tell students to listen and tick the materials that the man mentions. Play the audio twice. • ANSWERS: glass, paper, plastic, metal, wood, cardboard, rubber, silver, gold. 			
6	<ul style="list-style-type: none"> • Tell students to read the questions again and make notes about their lives. • Put students in small groups to compare their ideas. 			
PRONUN	<ul style="list-style-type: none"> • PLAY LISTENING 65.4 (CD 3 track 24) • Drill the sentence as a class 			

CONTENT: To say how things are made.		MATERIAL: English for Life, CD 3, Flash cards.	Class 46	UNIT 66
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Play a game of questions with objects. • Think of an object that students will recognize (you could use household appliances from lesson 61), but don't say the name of the object. • Tell students they have to ask you yes/no questions to guess the object. • Example: <i>Is it made of metal? Does it play music?</i> 			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - What can you see? How many models are there? • PLAY LISTENING 66.1 (CD 3 track 25) • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - What is Nick's job? What does Nick make? - What are the models used for? - What sort of programme was the street seen on? 			
2	<ul style="list-style-type: none"> • Read the examples in the table and drill each one as a class. • Explain passive voice. • Ask students to read the text in exercise 1 and find more examples of present simple passives. 			
3	<ul style="list-style-type: none"> • Put students in pairs to read the cues and make passive sentences • ANSWERS: 1- Photographs are studied. 2- The models are planned. 3- The buildings are made. 4- They are painted. 5- An explosion is produced. 6- The model is destroyed. 7- The explosion is filmed. 8- The programme is seen on TV. 			
4	<ul style="list-style-type: none"> • Read the examples in the table and drill each one. • Ask students to read the text in exercise 1 and find more examples of past simple passives. • Put students in pairs. Tell them to rewrite the sentences in exercise 3 in the past. • ANSWERS: 1- Photographs were studied. 2- The models were planned. 3- The buildings were made. 4- They were painted. 5- An explosion was produced. 6- The model was destroyed. 7- The explosion was filmed. 8- The programme was seen on TV. 			
5	<ul style="list-style-type: none"> • In pairs ask students to read the text again and put the verbs in brackets into the past simple passive. • PLAY LISTENING 66.2 (CD 3 track 26) to check their answers. Audio Script at the end of the book. • ANSWERS: 1- was built 2- was destroyed 3- was made 4- were built 5- were added 6- were used 7- were painted 8- was seen 9- was used 10- was shown. 			
6	<ul style="list-style-type: none"> • Put students in groups of three to ask and answer the questions. • Ask students to tell the class about their partners. 			
ACTIVITY	<ul style="list-style-type: none"> • Put students in pairs. Give to each pair the instructions for Summer Pudding, from lesson 42 (flash cards), as passive sentences. Tell them to put the recipe in order. <ul style="list-style-type: none"> - Some sugar and water is added. - The warm fruit mixture is poured into the bowl. - The pudding is put into the fridge for a few minutes. - The fruit mixture is cooked for a few minutes. - Finally, the pudding is served with a little cream or some milk. - First, the fruit is washed and put into a pan. - When the fruit mixture is cooked, some bread is put into a bowl. - Some more bread is put on top of the fruit. 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 21) and Old Edition (UNIT 22). 			

OBJECT: To describe a festival.		MATERIAL: English for Life, CD 3, DVD ENGLISH WAY vol 24.	Class 47	UNIT 67
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> Put students in pairs to make a list of special occasions/days that they celebrate, when these are, and how long they last. Students' suggestions might include religious holidays, national days, days to mark a particular time of year, personal celebrations. 			
1	<ul style="list-style-type: none"> PRE LISTENING QUESTIONS <ul style="list-style-type: none"> What can you see? What are the women doing? Where do you think these photos were taken? PLAY LISTENING 67.1 (CD 3 track 27) - Audio Script at the end of the book Tell students to listen and say which country each festival is celebrated in. Go through the answers as a class. If necessary, play the audio again, stopping after each answer. ANSWERS: 1- Loy Krathong: Thailand. 2- The day of dead: Mexico. 3- Maslenitsa: Russia. 			
2	<ul style="list-style-type: none"> PLAY LISTENING 67.1 (CD 3 track 27) Ask students to listen again and match the festivals and the reasons. Explain that they only need to use three of the possible answers. ANSWERS: 1- Loy Krathong: to say thank you for water. The day of the dead: to remember dead friends and relatives. Maslenitsa: to say goodbye to winter. 2- Loy Krathong: at the end of the rainy season. The day of the dead: on 2 November. Maslenitsa: at the end of winter. 			
3	<ul style="list-style-type: none"> PLAY LISTENING 67.1 (CD 3 track 27) Tell students to listen to the first person again and answer the questions Put students in pairs to check the answers. ANSWERS: Loy Krathong: 1- small boats 2- banana leaves 3- people take them to a river, canal, or lake and light candles, then push the boats onto water. 4- No. The day of the dead: 1- big models of skeletons 2- paper, wood, and cardboard. 3- They are carried through the streets. 4- Yes, small skeletons made from sugar and bread. Maslenitsa: 1- a model of a woman 2- straw 3- it is dressed in women's clothes and burnt (at the end of the week). 4- Yes, pancakes. 			
4	<ul style="list-style-type: none"> In pairs ask students to change each sentence into a question. Example: Where are you from? What's your favorite festival? When is it celebrated? Tell students to use the questions to ask a classmate 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> Read through the first part of the text. ASK: -How many greetings cards does average person in Britain send? <ul style="list-style-type: none"> Who buys most of the cards? How many cards are bought by men? 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> Play the DVD ENGLISH WAY: VOL 24 LESSON 3 A BIG CELEBRATION Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			
HOMEWORK	<ul style="list-style-type: none"> Composition 11: Write about your favourite festival in Brazil. 			

CONTENT: To respond to what people say.		MATERIAL: English for Life, CD 3, Flash cards	Class 47	UNIT 68
STEPS	ATIVIDADE			
1 / 2	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Picture 1: Who is Jordan with? - Where are they? What are they looking at? - What do you think the map shows? - Picture 2: What are they looking at now? Why do you think they look concerned? - Picture 3: Who is Cindy speaking to? Who is in charge of The Coffee Shop today? • PLAY LISTENING 68.1 (CD 3 track 26) • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Picture 1: What's on the map? Why didn't Peter know about the properties that Starlight bought? - What information is on the computer? - Picture 2: What property does Starlight need to buy? - Why did Starlight tell everyone that they were going to open an Internet café? - Does Anna want to open a shop? - Picture 3: Who's going to sell the café? • Focus on the questions: Who must Peter, Sarah, and Jordan stop? • Play the audio again for students to read and listen. • ANSWERS: Anna. 			
3	<ul style="list-style-type: none"> • In pairs, tell students to read the text and find the answers. • ANSWERS: 1- Starlight Properties 2- last year 3- all the other properties in the block 4- build a shopping centre 5- they can't build the shopping centre without the coffee shop 6- no 7- Anna Harlow 8- Anna Harlow's family 9- for Starlight 10- to sign the contract to sell the café. 			
4	<ul style="list-style-type: none"> • Everyday expressions. Tell students to find and underline them in the text. • Ask students to complete the expressions. • Drill each expression as a class. • Tell students to look at the expressions in exercise 4a and find a suitable expression to complete the sentence. • Put students in pairs to complete the conversations. • Nominate pairs of students to read out their conversations. • ANSWERS: right, know, sure, you're, true. • ANSWERS: Are you sure? I didn't know that. Yes, you are right. Yes, that's right. That's true. 			
5	<ul style="list-style-type: none"> • Language check. • Ask them to read the story again and underline all of the examples of the passive. • ANSWERS: Picture 1: Your old offices here were sold to... This factory and all the other properties in the block were sold... and they were all bought by... well it was done very quietly. Picture 2: ... but Starlight Properties is owned by... 			
6	<ul style="list-style-type: none"> • Focus on the story. Put students in groups. Tell them to practise the story, each taking one part 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Use flash cards with groups of four words, making sure each group of words has an odd one out <ul style="list-style-type: none"> - shopping centre, flower shop, chemist's, butcher's (shopping centre - all the others are types of shop) - sell, open, buy, build (open - all the others are irregular verbs) - Cindy, Ryan, Anna, Melanie (Anna - all the others are members of the same family) - Café, restaurant, The Coffee Shop, factory (factory - all the others are places that sell food) - Map, information, office, family (information - all the others are countable nouns) • Put students in pairs. Pairs compete to find the odd one out. 			

CONTENT: To talk about computers.		MATERIAL: English for Life, CD 3 DVD Oxford	Class 48	UNIT 69
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Write the following groups of letters on the board P E T C O U R M. • Put students in pairs. Give them some time to make up as many words as possible with the letters. • Example: come, computer, cure, more, pet, poem, pour, pot, pure, put, court, cut, met, term, tour. • Groups can use dictionaries for this. • Ask the pairs with the most words to call them out. Write each one on the board and check comprehension of new words. 			
1	<ul style="list-style-type: none"> • PLAY LISTENING 69.1 (CD 3 track 29) for students to listen and repeat. 			
2	<ul style="list-style-type: none"> • Explain that the sentences are instructions for using computers. • Put students in pairs and tell them to complete the instructions with the correct verbs. • ANSWERS: 1- save 2- quit 3- click on 4- delete 5- scroll down 6- shut down 8- restart 			
3	<ul style="list-style-type: none"> • PLAY LISTENING 69.2 (CD 3 track 30) • Students make a sentence with OK and the present perfect. <p>Audio Script</p> <p>1 Click on the icon. OK. I've clicked on the icon.</p> <p>2 Quit the program. OK. I've quit that program</p> <p>3 Restart the computer. OK. I've restarted the computer.</p> <p>4 Save that file. OK. I've saved that file.</p> <p>5 Shut down the computer. OK. I've shut down the computer.</p> <p>6 Scroll down the menu. OK. I've scrolled down the menu.</p>			
4	<ul style="list-style-type: none"> • PLAY LISTENING 69.3 (CD 3 track 31) - Audio Script at the end of the book. • Tell students they will hear people using these words. Ask them to listen and find the first word. • ANSWERS: 1- desktop 2- file 3- save 4- program 5- quit 6- icon 7- window 8- scroll down 9- menu bar 10- restart 			
5	<ul style="list-style-type: none"> • ASK: <i>What sort of things do people use computers for?</i> • Draw two columns on the board labelled good and bad. Ask students to call out some advantages of computers (EX: They're fast. You can do your Homework on them. You can use the spellcheck to check your work). Repeat with disadvantages, (EX: They're expensive. They're difficult to use. They break down and you lose your work). • Put students in pairs to ask and answer questions about how they each use computers. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> • Tell students to write down two website addresses, and then dictate them to their partner. • Ask individual students to read out their website addresses. • Do a class survey to find out students' favourite websites. Ask them to say why they like these websites. 			
Resource Activity	<ul style="list-style-type: none"> • Play the DVD OXFORD: SMART CHOICE 3 UNIT 5 TECHNOLOGY Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			

CONTENT: To give further information about people and things.		MATERIAL: English for Life, CD 3.	Class 48	UNIT 70
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Draw four columns on the board headed adjectives, nouns, verbs of action, adverbs. Ask students to call out six examples of each word group and write them on the board • Put students in teams. Teams take it in turns to make up a past simple sentence using at least one word from each column. • Example: <i>The tall man walked quickly to the station</i>. They win a point for each sentence • Repeat for four or five sentences 			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> • What is Jordan holding? • Where's Ryan? • PLAY LISTENING 70.1 (CD 3 track 32) • POS LISTENING QUESTIONS <ul style="list-style-type: none"> • Why is Ryan successful? • Who's fixed the computer? • Where has Ryan been? • Where is the shopping? • Does Ryan do things slowly or quickly? 			
2	<ul style="list-style-type: none"> • Drill the examples as a class then individually. • Tell students to look at the relative clauses in bold in the text. 			
3	<ul style="list-style-type: none"> • Put students in pairs to complete the exercise. • ANSWERS: 1- which 2- who 3- which 4- who 5- which 6- which 8- who 			
4	<ul style="list-style-type: none"> • Go through the table. Drill the examples as a class. 			
5	<ul style="list-style-type: none"> • Ask students to rewrite the two sentences as one, using that. • Put students in pairs to complete the exercise. • ANSWERS: 1- This is the TV that isn't working. 2- Save the files that you need. 3- This is the car that I want to buy. 4- This is the icon that you click on. 5- He's the man that I saw yesterday. 6- She's the woman that phoned. • This is the TV which isn't working. 2- Save the files which you need. 3- This is the car which I want to buy. 4- This is the icon which you click on. 5- He's the man who I saw yesterday. 6- She's the woman who phoned. 			
6	<ul style="list-style-type: none"> • Tell students to read the cues and make their own notes for each one. • Put students in pairs to compare their ideas. • Nominate individual students to tell the class about their partners. 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 101) and Old Edition (UNIT 113). 			

CONTENT: To write a profile of myself		MATERIAL: English for Life, CD 3, A4 piece of paper.	Class 49	UNIT 71
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> Put students in small groups. Tell them that they are having a dinner party and they can invite six famous people Go through the lists, asking each group about some of their choices. Example: Why do you want to invite (Paulo Celho?) What do you think (Britney Spears) and (Nelson Mandela) will talk about? Do you think your guests will like each other? Why/ Why not? 			
1	<ul style="list-style-type: none"> PRE LISTENING QUESTIONS <ul style="list-style-type: none"> What can you see? What is the woman doing? What do you think the text is about? PLAY LISTENING 71.1 (CD 3 track 33) Ask students to read the text again and tick the reasons that are mentioned. ANSWERS: You meet a lot of people. You learn something about the person before you meet. 			
2	<ul style="list-style-type: none"> Ask students to match the advice with the reasons. ANSWERS: 1- C 2- A 3- B 4- E 5- D 			
3	<ul style="list-style-type: none"> Ask students to read the text again and find what mistake the person is making. Put students in pairs to complete the exercise, and then go through the answers together ANSWERS: 1- Not positive (the person is talking about things the don't like) 2- not exact (the person hasn't given any details about the music / TV they like) 3- Not honest (the thing he says probably aren't true) 4- No photo 5- Has chosen the wrong websites (the website is called "husbabb and wife" and the person doesn't want to get married) 6- Photo show ex-wife 			
4	<ul style="list-style-type: none"> Tell students to imagine they are going to write a profile for an Internet dating site. Put them in pairs to write a list of information they would include. Put students in pairs to ask and answer about each other's profile Nominate different students to tell the class about their partner. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> Make sure that everyone has an A4 piece of paper and a pen or pencil for this activity. Tell students to write a name (not their own) at the top of the sheet. When everyone has done this, tell them to fold the top edge of the paper over twice and pass it to the students on their left. Now tell them to write an age, fold the paper over and pass it on. Repeat with a town and a country, a job, a place of work, build, colour of eyes, colour of hair, something your person likes doing, a weekend activity, and the type of people your person likes. Ask students to unfold their piece of paper and read the information on it. Tell them to use the model profile in exercise 4 and the information on their piece of paper to describe a new profile. 			
HOMEWORK	<ul style="list-style-type: none"> Composition 12 Help a friend find a "date". Write his/her profile. 			

CONTENT: To ask about things that I don't know the name of.		MATERIAL: English for Life, CD 3, DVD ENGLISH WAY vol 4, DVD Oxford	Class 49	UNIT 72
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 4: LESSON 3 WHAT DOES THIS MEAN? Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better 			
1	<ul style="list-style-type: none"> • PLAY LISTENING 72.1 (CD 3 track 34) • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - What's a screen? - How do you spell 'screen'? - Which letter in 'plumber' is silent? - What does a plumber do? - Can you play football on a stadium? - What's a pitch? • Put students in pairs to practice all three conversations. Give them an opportunity to practice both roles 			
2	<ul style="list-style-type: none"> • Everyday expressions. • Tell students to complete the expressions. • ANSWERS: What can you call...? What's a plumber? How do you spell that? Do you mean a stadium? 			
3	<ul style="list-style-type: none"> • PLAY LISTENING 72.2 (CD 3 track 35) - Audio Script at the end of the book. • Tell students to listen to the conversations and choose the correct options. • Play the first conversation twice. • Language note. Drill each example as a class. • ANSWERS: 1- Adaptor 2- civil engineer 3- keyboard. 			
4	<ul style="list-style-type: none"> • Tell students to write an example of each thing on the list. • Put students in pairs to take it in turns to describe the things on their list. Explain that they can't say the word they are describing. If their partners can't guess a word, students have to provide more information until their partner says the correct word. 			
MINI GAME	<ul style="list-style-type: none"> • PLAY LISTENING 72.3 (CD 3 track 36) • Model the pronunciation of /s/ in person and /z/ in choose. Drill each sound as a class. • Put students in pairs to put the words in the correct column. • PLAY LISTENING 72.4 (CD 3 track 37) • Put students in pairs to practice saying the words and pointing to the correct sound. • ANSWERS: /s/: person, possible, cursor, website, screensaver. /z/: choose, thousand, salesman, positive, businessman. 			
Resource Activity	<ul style="list-style-type: none"> • Play the DVD OXFORD: SMART CHOICE 1 UNIT 1 MY FAVOURITE WORD IN ENGLISH. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			

CONTENT: Correction		MATERIAL: Grammar in use, EFL book, Sentences in Portuguese	Class 50	Grammar Correction
STEPS	ATIVIDADE			
GRAMMAR	<ul style="list-style-type: none"> Give them a clap if they did the Homework. Grammar Book: 21, 101 Composition 11 Composition 12 			
EFL REVIEW ANSWERS	<ul style="list-style-type: none"> Book page 99. Do it one by one. Vocabulary: Students do it and then you can correct. Grammar: Students do it and then you can correct. Skills: Students do it and then you can correct. English for Everyday Life: Students do it and then you can correct. REVIEW ANSWERS 65/72 <p>2 1 b 2 f 3 a 4 e 5 d 6 c</p> <p>3 1 Newspapers and magazines are saved. 2 Green bins are delivered to people's houses. 3 Newspapers are put into the bins. 4 The paper is collected. 5 It's taken to the recycling centre. 6 The paper is cleaned. 7 It's used to make newspapers</p> <p>4 1 were sold 2 were recycled 3 was used 4 was saved 5 were opened</p> <p>5 1 who 2 that 3 that 4 which 5 that 6 that</p> <p>6 1 F 2 F 3 T 4 F 5 T 6 F</p> <p>7 1 Cecilia 2 33 3 Cartagena 4 north-west Colombia 5 secretary 6 quite tall 7 brown eyes 8 the theatre 9 friendly 10 go to the theatre</p> <p>8 1 Oh, I didn't know that. 2 Are you sure? 3 Yes, you're right. 4 That's true.</p>			
Presentation	<ul style="list-style-type: none"> Hoje é um dia na qual voce poderá usar uns minutos para lembrar seus alunos e ajuda-los a pensar no TEMA da apresentação deles. Eles so tem mais 9 aulas antes da Apresentação. 			

Sentences in Portuguese

Unit 21

Esta janela foi quebrada ontem.

Como é feita a cerveja?

Não convidaram Brin para o casamento. (casamento= wedding)

Quando esta ponte foi construída?

Meus pais nasceram em São Paulo, mais eu nasci em Curitiba.

Estes sonetos foram escritos por Shakespeare. (soneto= sonnet)

Onde nasceu Bruce?

Esta casa foi vendida no ano passado.

Unit 101

Você conhece a mulher que esta esperando?

No parque existe uma arvore que é muito velha.

Onde está o elevador que não funciona. (funcionar= work)

Tenho um irmão que mora na Austrália.

Este é o carro que ganhou cinco corridas em 1996. (corrida= race)

Ontem fui ao cinema com alguém que conhece você.

Você conhece alguém que fale italiano?

Tenho um livro de gramática que nos ajudara.

É este o trem que para em Reading? (em=at)

Esta é a carta que chegou ontem.

CONTENT: To use some common phrasal verbs.		MATERIAL: English for Life, CD 3, DVD ENGLISH WAY vol 9.	Class 51	UNIT 73
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> • Play a game of Word Association using verbs. • WRITE: <i>go out</i>. Ask students to think of another activity connected to <i>go out</i>. • Example: <i>make a phone call</i>. Elicit a new activity connected to <i>make a phone call</i> and write this on the board. Continue until you have ten activities. • Example: <i>go out > make a phone call > walk to the bus stop > meet a friend > find a restaurant > have a meal > drink some wine > pay > say goodbye to your friend > get in a taxi</i>. You can only use a verb once • Put students in groups. Write a new activity on the board. • Example: <i>get up</i>. Tell groups to make a row of ten activities. Each one must be connected to the previous one by topic. Give them two minutes to do this. 			
1	<ul style="list-style-type: none"> • PLAY LISTENING 73.1 (CD 3 track 38) 			
2	<ul style="list-style-type: none"> • PLAY LISTENING 73.2 (CD 3 track 39) • Students hear <i>Turn up the TV</i>, make a sentence asking the opposite. <p>Audio Script</p> <p>1 Turn up the TV. No. Turn down the TV.</p> <p>2 Take off your coat. No. Put on your coat.</p> <p>3 Stand up. No. Sit down.</p> <p>4 Come back. No. Go away.</p> <p>5 Go out. No. Come in.</p> <p>6 Switch on the light. No. Switch off the light.</p>			
3	<ul style="list-style-type: none"> • Language note: • Ask students if they know any more examples of phrasal verbs and write these on the board. • Show students the pictures to illustrate the meaning of each verb. • Ask students to look at the verbs in exercise 1 and decide which phrasal verbs show their meaning in the verb and particle. • ANSWER: <i>turn up, turn down, go away, come back, put on, take off, come in, go out, look for, get up, switch on, and switch off.</i> 			
4	<ul style="list-style-type: none"> • Tell students to listen to the first conversation and identify which two verbs they hear. • Tell them to write the number next to these verbs in the list. • PLAY LISTENING 73.3 (CD 3 track 40) - Audio Script at the end of the book. • ANSWER: 1- come in, sit down 2- put on, go out 3- look after, go away 4- switch off, look for 5- stand up, switch on 			
5	<ul style="list-style-type: none"> • Put students in pairs to ask and answer questions about each other's life. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 9: LESSON 3 PUBLIC TRANSPORT. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 114,115) and Old Edition (UNIT 108,109). 			

CONTENT: To talk about past activities that continue to the present.

MATERIAL: English for Life, CD 3.

Class 51

UNIT 74

STEPS	ATIVIDADE
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Where is Lucy? - What is she doing? • PLAY LISTENING 74.1 (CD 3 track 41) • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Who is married to Ben? - Does Lucy know Alma? - When was the last time she saw Alma? - Where does Alma live? - Does Alma live in London now? • Put students in pairs to practice the conversation.
2	<ul style="list-style-type: none"> • Grammar table. • Ask students to find and underline time expressions with <i>for</i> (period of time) and <i>since</i> (point of time) in the text. • ANSWER: points of time: last Wednesday, 1861, four o'clock. Periods in time: two days, a long time, a few hours.
3	<ul style="list-style-type: none"> • Put students in pairs to complete the exercise. • ANSWER: 1- since 2- for 3- since 4- for 5- for 6- since
4	<ul style="list-style-type: none"> • Put students in pairs to complete the sentences with the present perfect or past simple form of the verbs in brackets. • ANSWER: 1- 've been 2- were 3- waited 4- 've had 5- haven't eaten 6- smoked.
5	<ul style="list-style-type: none"> • PLAY LISTENING 74.2 (CD 3 track 42) - Audio Script at the end of the book. • Tell students to listen to the first conversation. • ASK: Does she use the present perfect or the past simple? • Tell students to choose the correct sentence. • ANSWER: 1- A 2- A 3- B 4- A 5- B
6	<ul style="list-style-type: none"> • Tell students to read the cues and make sentences about themselves. • Put students in pairs to tell each other about their lives.
PRONUN	<ul style="list-style-type: none"> • Model the pronunciation of each word. • ASK: Which word has a different vowel sound? • Tell students to listen and choose the odd one out in each group. • PLAY LISTENING 74.3 (CD 3 track 43) • Put students in pairs to compare their word. • ANSWER: 1- throw 2- back 3- up 4- there 5- saw 6- find 7- fork 8- gone
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 19) and Old Edition (UNIT 20).

CONTENT: To talk about my life up to now.		MATERIAL: English for Life CD 3	Class 52 UNIT 75
STEPS	ATIVIDADE		
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Where are the people? - What are they doing? - What is the man wearing? • PLAY LISTENING 75.1 (CD 3 track 44) - Audio Script at the end of the book. • Tell students to listen again and write the answers • ANSWER: 1- Paul has worked for the same company since university. Helen has had a lot of different jobs. 2- Troy is Helen's ex-husband. Georgina is Paul's wife. 		
2	<ul style="list-style-type: none"> • Read through the questions. • Tell students to write P for the things that Paul said and H for the things that Helen said • Play the audio again for students to listen and check • PLAY LISTENING 75.1 (CD 3 track 44) • Go through the answers as a class. • ANSWER: 1- H 2- P 3- H 4- P 5- P 6- H 7- H 8- H 9- P 10- H 11- P 12- H 		
3	<ul style="list-style-type: none"> • Go through the periods of time Tell students to write what Paul and Helen say about each one. • Play the audio again for students to listen and check • PLAY LISTENING 75.1 (CD 3 track 44) Audio Script at the end of the book • Go through the answers together • ANSWER: 1- Helen worked in an insurance company for six months. 2- Helen was a singer in a band for a couple of years. 3- Paul has lived in Manchester for three years 4- Helen has been back in England for four years. 5- Paul has been married for nine years. 		
4	<ul style="list-style-type: none"> • Ask students what they think of Paul's life. Elicit their opinions and reasons Repeat with Helen's life • Tell students to look at the answers to exercise 2 and make notes about what Paul and Helen might think about each other's life • Go through the answers as a class. • ANSWER: Pauls envies Helen because she's done all the things he wanted to do (example: travel, play the guitar in a band). Helen envies Paul because he's got all the things she's always wanted (example: a good job, a nice house, a family) 		
5	<ul style="list-style-type: none"> • Go through the questions • Put students in pairs Ask them to imagine that they have just met They are happy to see their old friend and want to find out what has happened to him/ her over the past 15 years. • Tell them to use the questions from exercise 5a to have a conversation 		
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> • Read through the text as a class. • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Who goes to university and school reunions? Where can you find news of former students? What do reunions raise money for in the USA? How can you use the Internet to find old friends? • Ask students questions about reunions in Brazil Do schools and universities have reunions in Brazil? What other types of reunions do you have in Brazil? Does your university have a magazine? 		
HOMEWORK	<ul style="list-style-type: none"> • Composition 13: Tell me 15 thing you have done and 15 you haven't done recently. 		

CONTENT: To talk about past activities that continue to the present.		MATERIAL: English for Life, CD 3.	Class 51	UNIT 74
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Where is Lucy? - What is she doing? • PLAY LISTENING 74.1 (CD 3 track 41) • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Who is married to Ben? - Does Lucy know Alma? - When was the last time she saw Alma? - Where does Alma live? - Does Alma live in London now? • Put students in pairs to practice the conversation. 			
2	<ul style="list-style-type: none"> • Grammar table. • Ask students to find and underline time expressions with <i>for</i> (period of time) and <i>since</i> (point of time) in the text. • ANSWER: points of time: last Wednesday, 1661, four o'clock. Periods in time: two days, a long time, a few hours. 			
3	<ul style="list-style-type: none"> • Put students in pairs to complete the exercise. • ANSWER: 1- since 2- for 3- since 4- for 5- for 6- since 			
4	<ul style="list-style-type: none"> • Put students in pairs to complete the sentences with the present perfect or past simple form of the verbs in brackets. • ANSWER: 1- 've been 2- were 3- waited 4- 've had 5- haven't eaten 6- smoked. 			
5	<ul style="list-style-type: none"> • PLAY LISTENING 74.2 (CD 3 track 42) - Audio Script at the end of the book. • Tell students to listen to the first conversation. • ASK: Does she use the present perfect or the past simple? • Tell students to choose the correct sentence. • ANSWER: 1- A 2- A 3- B 4- A 5- B 			
6	<ul style="list-style-type: none"> • Tell students to read the cues and make sentences about themselves. • Put students in pairs to tell each other about their lives. 			
PRONUN	<ul style="list-style-type: none"> • Model the pronunciation of each word. • ASK: Which word has a different vowel sound? • Tell students to listen and choose the odd one out in each group. • PLAY LISTENING 74.3 (CD 3 track 43) • Put students in pairs to compare their word. • ANSWER: 1- throw 2- back 3- up 4- there 5- saw 6- find 7- fork 8- gone 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 19) and Old Edition (UNIT 20). 			

CONTENT: To talk about my life up to now.		MATERIAL: English for Life, CD 3.	Class 52	UNIT 75
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - Where are the people? - What are they doing? - What is the man wearing? • PLAY LISTENING 75.1 (CD 3 track 44) - Audio Script at the end of the book. • Tell students to listen again and write the answers. • ANSWER: 1- Paul has worked for the same company since university. Helen has had a lot of different jobs. 2- Troy is Helen's ex-husband. Georgina is Paul's wife. 			
2	<ul style="list-style-type: none"> • Read through the questions. • Tell students to write P for the things that Paul said and H for the things that Helen said. • Play the audio again for students to listen and check. • PLAY LISTENING 75.1 (CD 3 track 44) • Go through the answers as a class. • ANSWER: 1- H 2- P 3- H 4- P 5- P 6- H 7- H 8- H 9- P 10- H 11- P 12- H 			
3	<ul style="list-style-type: none"> • Go through the periods of time. Tell students to write what Paul and Helen say about each one. • Play the audio again for students to listen and check. • PLAY LISTENING 75.1 (CD 3 track 44) Audio Script at the end of the book. • Go through the answers together. • ANSWER: 1- Helen worked in an insurance company for six months. 2- Helen was a singer in a band for a couple of years. 3- Paul has lived in Manchester for three years. 4- Helen has been back in England for four years. 5- Paul has been married for nine years. 			
4	<ul style="list-style-type: none"> • Ask students what they think of Paul's life. Elicit their opinions and reasons. Repeat with Helen's life. • Tell students to look at the answers to exercise 2 and make notes about what Paul and Helen might think about each other's life • Go through the answers as a class. • ANSWER: Pauls envies Helen because she's done all the things he wanted to do (example: travel, play the guitar in a band). Helen envies Paul because he's got all the things she's always wanted (example: a good job, a nice house, a family) 			
5	<ul style="list-style-type: none"> • Go through the questions. • Put students in pairs. Ask them to imagine that they have just met. They are happy to see their old friend and want to find out what has happened to him/ her over the past 15 years. • Tell them to use the questions from exercise 5a to have a conversation. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> • Read through the text as a class. • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Who goes to university and school reunions? Where can you find news of former students? What do reunions raise money for in the USA? How can you use the Internet to find old friends? • Ask students questions about reunions in Brazil. Do schools and universities have reunions in Brazil? What other types of reunions do you have in Brazil? Does your university have a magazine? 			
HOMEWORK	<ul style="list-style-type: none"> • Composition 13: Tell me 15 thing you have done and 15 you haven't done recently. 			

CONTENT: To talk about telephoning.		MATERIAL: English for Life, CD 3, DVD ENGLISH WAY vol 16	Class 52	UNIT 76
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> Tell students to read episodes 8 and 9 again. Ask questions about the story <ul style="list-style-type: none"> Why do Cindy and Ryan have to sell The Coffee Shop? Who are they going to sell it to? Where are they going to live? Whose computer is Jordan fixing? Why is Sarah at the workshop? Whose email do they see on the computer? Why do they open it? Who does Sarah call? What do you think is in the email? 			
2	<ul style="list-style-type: none"> PRE LISTENING QUESTIONS <p>Picture 1: Where are Ryan and Cindy? Who's driving? Does Ryan look happy?</p> <p>Picture 2: Who is Peter with? What's Sarah doing? Where is Russell? Is he working?</p> <p>Picture 3: Where is Jordan? What is he holding?</p> PLAY LISTENING 76.1 (CD 3 track 45) POS LISTENING QUESTIONS <p>Picture 1: Is there enough petrol in the car? When was the last time Cindy and Ryan used the car? What does Cindy ask they can get on the way?</p> <p>Picture 2: Whose mobile phone does Sarah ring? Whose phone is re-charging? Is Anna with Russell? Why can't Russell talk for longer?</p> <p>Picture 3: Why is Jordan unhappy? Who's going to sell The Coffee Shop?</p> <ul style="list-style-type: none"> Focus on the questions: Where are Ryan and Cindy going? Why? Does Sarah speak to Ryan or Cindy? Play the audio again for students to read and listen. 			
3	<ul style="list-style-type: none"> Put students in pairs and tell students to read the text again and decide if the statements are true or false. Put students in pairs. Tell them to look at the remaining false statements: 5, 7, and 8, and correct them. ANSWER: 1-T 2-F 3-T 4-T 5-F 6-T 7-F 8-F ANSWER: 5- Russell doesn't know the solicitor's name. 7- Anna Harlow isn't at the coffee shop. 8- Russell saw Anna two weeks ago. / Russell hasn't seen Anna for two weeks. 			
4	<ul style="list-style-type: none"> Everyday expressions. Tell students to find and underline them in the text. Ask students to complete the expressions. Discuss each expression in a class. Read through the expressions. Ask students to complete the sentences with one of the expressions. Put students in pairs to complete the exercise. ANSWER: no, try, 's, with, charging, up ANSWER: 1- don't hang up 2- she hasn't got her phone with her 3- I'll try his mobile 4- It's ringing 5- there's no replay 6- It's re-charging. 			
5	<ul style="list-style-type: none"> Language check. Tell students to look at the pictures. Ask students to read the text again and underline all of the examples of the present perfect. ANSWER: Picture 1: Russell hasn't put any petrol in... We haven't used it since Monday... Picture 2: I've borrowed Dad's mobile. Mum and dad have gone to the solicitor's... they've gone in the car. ... I haven't seen her for two weeks. 			
6	<ul style="list-style-type: none"> Focus on the story. Put students in groups. Tell them to practise the story, each taking one part. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> Play the DVD ENGLISH WAY VOL 16: LESSON 1 WHO'S SPEAKING PLEASE? Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			

CONTENT: To talk about feelings.		MATERIAL: English for Life, CD 3, DVD ENGLISH WAY vol 23.	Class 53	UNIT 77
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PLAY LISTENING 77.1 (CD 3 track 46). Students repeat. • Tell students to listen to the first conversation and write how Mark is feeling • PLAY LISTENING 77.2 (CD 3 track 47) - Audio Script at the end of the book. • Repeat with each item. • Tell students to listen to the first conversation again to find out why Mark is feeling worried. Play the audio again • Repeat with each item. • WRITE: <i>worried/ got an interview tomorrow</i> Ask students to make a sentence about Mark. • Language note. Drill each example as a class. 			
2	<ul style="list-style-type: none"> • Explain that we use -ed adjectives to describe an emotion (something that we feel), and -ing adjectives to describe something that causes an emotion in us. • WRITE: <i>Barney is boring. Barney is bored.</i> Ask students to explain the difference. • Ask student to look at the adjectives in exercise 1 and change items 4-13 into -ing forms. • ANSWER: 1- worried 2- annoyed 3- tired 4- hungry 5- bored 6- proud 7- relaxed 8- confused • ANSWER: 1- worried D 2- annoyed H 3- tired B 4- hungry G 5- bored A 6- proud F 7- relaxed C 8- confused E. • ANSWER: 4- boring 5- interesting 6- worrying 7- annoying 8- exciting 9- relaxing 10- embarrassing 11- frightening 12- surprising 			
3	<ul style="list-style-type: none"> • Put students in pairs to complete the exercise. • ANSWER: 1- interesting 2- bored 3- tired 4- annoying 5- frightening 6- embarrassing 7- excited 8- confusing. 			
4	<ul style="list-style-type: none"> • Tell students to go through the adjectives and write their own example of a person, a place, or a thing for each one. • Put students in pairs to compare their sentences. 			
5	<ul style="list-style-type: none"> • Tell students to write six sentences about themselves. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Play the DVD ENGLISH WAY VOL 23: LESSON 1 BAD NEWS. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			

CONTENT: To talk about imaginary or unlikely events.		MATERIAL: English for Life, CD 3.	Class 53	UNIT 78
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> • PRE LISTENING QUESTIONS <ul style="list-style-type: none"> - What's happening? - What is the man holding? - What is the woman holding? • PLAY LISTENING 78.1 (CD 3 track 48) • POS LISTENING QUESTIONS <ul style="list-style-type: none"> - Who would be more likely to take valuable things? - What sort of things can you replace? 			
2	<ul style="list-style-type: none"> • Go through the table and drill the examples. • Ask students to look at the text in exercise 1 and underline all of the example of <i>would</i> • ASK: How do we write 'would' in a short form? • Focus on the last part of the table. Put students in pairs to ask and answers the question. 			
3	<ul style="list-style-type: none"> • Say the five things that are most important to you and write these in order. • Tell students to choose their top five things. Ask questions about their choices. • Ask students to go through the items and write sentences using <i>would</i> and <i>wouldn't</i>. • Ask students to say sentences about their partner. 			
4	<ul style="list-style-type: none"> • Go through the table and drill the examples. • Explain that you can start a second conditional sentence with the <i>if clause</i> or the <i>main clause</i>. Make sure students are clear that there is a comma after the <i>if clause</i> in the first sentence, but no comma in the second sentence. • Focus on the second part of the table. Explain that two things happen in a conditional sentence. Point out that both verbs refer to something that hasn't happened, even though one of the verbs is written using a past tense. 			
5	<ul style="list-style-type: none"> • Put students in pairs to complete the exercise. • ANSWER: 1- had, 'd travel 2- found, wouldn't use 3- 'd learn, had 4- stole, 'd contract 5- 'd stay, was / were 6- didn't have, 'd come. 			
6	<ul style="list-style-type: none"> • Tell students to read the cues and make their own notes for each one. • Put students in pairs to say each one the answers. 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> • Put students in small group. Tell them to imagine that the school has won some money. Ask them to write down what they would spend the money on to improve the school. 			
HOMEWORK	<ul style="list-style-type: none"> • Grammar book: New Edition (UNIT 100) and Old Edition (UNIT 112). 			

CONTENT: To talk about things that I'd like to do.		MATERIAL: English for Life, CD 3.	Class 54	UNIT 79
STEPS	ATIVIDADE			
1	<ul style="list-style-type: none"> Ask students to call out examples of things that make them feel happy. Write their suggestions on the board. PRE LISTENING QUESTIONS <ul style="list-style-type: none"> What are the people in the pictures doing? Do you think skydiving looks frightening or exciting? Would you like a car like this? Focus on the title of the text and ask students if they would prefer to go skydiving or have a fast car PLAY LISTENING 79.1 (CD 3 track 49) 			
2	<ul style="list-style-type: none"> Put students in pairs to answer the questions. ANSWER: 1- He works for a large bank. 2- The psychologist of money. 3- Because they become normal after a while and you want something else. 4- Doing things that you enjoy and spending time with people that you like. 5- Because you forgot the bad things in life. 6- With photos, videos, and memories. 			
3	<ul style="list-style-type: none"> Draw two columns on the board headed material things and experiences Put students in pairs and ask them to read the text again and find examples of material things and experiences. Focus on the Language note. Drill each expression as a class. ANSWER: material things: houses, yachts, sports cars, watches, clothes. Experiences: water – skiing, meals at five – star restaurant, visiting new places, skydiving. 			
4	<ul style="list-style-type: none"> Divide the students into two groups: those who agree with the writer and those who don't. Tell them to make a list of reasons for their opinions. Tell students to present their opinions to the rest of the group. 			
5	<ul style="list-style-type: none"> ASK: What would you buy if you won a lot of money? Tell students to read the questions using the second conditional. Put students in pairs to ask and answer the questions. 			
PRONUN	<ul style="list-style-type: none"> Model the pronunciation. In pairs tell students to write the number of syllables they think in each word. PLAY LISTENING 79.2 (CD 3 track 50) for students to listen and repeat. Drill the words as a class. Check pronunciation. PLAY LISTENING 79.3 (CD 3 track 51) for students to listen and repeat. ANSWER: 1 syllable: bored, clothes. 2 syllables: relaxed, worried, tired, frightened. 3 syllables: interesting, embarrassed, miserable. 4 syllables: psychology, material, experience 			

CONTENT: To write a thank you note.		MATERIAL: English for Life, CD 3, DVD ENGLISH WAY vol 23.	Class 54	UNIT 80
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> Ask students to call out examples of when they give or receive presents. Example: birthdays, anniversaries, Christmas, New Year, Valentine's Day, Mother's/Father's Day, when they visit someone, to say thank you, etc. Tell students to think of the best and the worst present they have ever received. 			
1	<ul style="list-style-type: none"> PLAY LISTENING 80.1 (CD 3 track 52) POS LISTENING QUESTIONS <ul style="list-style-type: none"> Who sent the first note? Who did she send it to? What did Mack send to Sandra and Asif? 			
2	<ul style="list-style-type: none"> Tell students to read the text again and answer the questions. Put students in pairs to compare their answers, and then go over the answers as a class. ANSWER: 1- harlotte 2- Victoria 3- a birthday card 4- a book 5- Mack 6- at Sandra and Asif's place 7- on Saturday 8- Yes, there was. 			
3	<ul style="list-style-type: none"> Go through the adjectives. Tell students to find and underline them in the text. Put students in pairs to do the exercise. ANSWER: 1- the birthday card and present that Victoria sent 2- the book that Victoria sent 3- Sandra and Asif's party 4- the food at the party 5- the people that Mack met at the party 			
4	<ul style="list-style-type: none"> Focus on the Everyday expressions. Tell students to find and underline them in the texts. Ask students to complete the expressions Go through the answers together. Drill each expression as a class. ANSWER: note, writing, for, well, you, the 			
5	<ul style="list-style-type: none"> Put students in pairs to complete the thank-you note using words and expressions from exercises 3 and 4. ANSWER: 1- Dear 2- 'm writing 3- say thank you for 4- really enjoyed 5- you're well 6- the best. 			
6	<ul style="list-style-type: none"> Focus on the writing task. Read through the situations. Tell students to look at the texts in exercise 1. ASK: What information does Charlotte include in her note? Repeat with Mack's email Look at the first situation. Put students in pairs and ask them to make notes about what information they would include in their thank-you note/email. Repeat with the second situation. Ask students to choose one situation and write a thank-you note or an email using phrases from exercise 4. 			
ENGLISH IN THE WORLD	<ul style="list-style-type: none"> PRE READING QUESTIONS <ul style="list-style-type: none"> Where are the people? What are they doing? What are they holding? Read through the text as a class. POS READING QUESTIONS <ul style="list-style-type: none"> Who normally provides the drinks for a party in an English-speaking country? What do guests often bring to the party? What kind of snacks is provided? What is a buffet? 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> Play the DVD ENGLISH WAY VOL 23: LESSON 1 THANKS FOR YOUR TIME. Play it for students to listen. Don't use subtitle. Make the students pay attention. Have a conversation with students after watching it. Ask them questions about it. Play again with subtitle now for students to understand better. 			

CONTENT: Epilogue		MATERIAL: 'English for Life,' CD 3.	Class 54	UNIT 81
STEPS	ATIVIDADE			
WARM UP	<ul style="list-style-type: none"> Look at the following definitions of words from the storyline. (FLASH CARDS): Put students in teams. Read out a definition. Teams take it in turns to listen and guess the word. They get one point for the correct word and another point for spelling it correctly. If they can't guess the word, or they spell it incorrectly, the other team has an opportunity to win one or both points. 			
	<ul style="list-style-type: none"> Tell students to look back at episode 10 of the story. ASK: What happened? Tell students to read episodes 1 to 9. Ask questions about the story so far. ASK: Who owns The Coffee Shop? Why are Cindy and Ryan having problems with their business? What are they going to do? Who are they going to sell the café to? Who owns Starlight Properties? 			
1	<ul style="list-style-type: none"> PRE LISTENING QUESTIONS Picture 1: Who's sitting in the café? Who has just arrived? What's Russell doing? Does everyone look happy? Picture 2: What's Lucy pointing at? What is she holding? What do you think she's going to do? Picture 3: What is Sarah doing? Who is arriving? Do Cindy and Ryan look happy? Picture 4: What is Ryan doing? Why do you think he's trying to hurt Russell? What is Cindy doing? PLAY LISTENING 81.1 (CD 3 track 53) POS LISTENING QUESTIONS Picture 1: Why is Lucy early? Does she know why the others are sad? Picture 2: Where have Ryan and Cindy gone? Who knows their solicitor? Where is the solicitor's phone number? What time is it? Does anyone answer the phone at the solicitor's? Picture 3: Why doesn't Sarah want another cup of coffee? Why does Lucy tell Sarah to wait a minute? Picture 4: Who is that stupid boy? What didn't Russell know? Put students in groups. Tell them to practise the story, each taking one part. 			
2	<ul style="list-style-type: none"> Encourage students to guess what happened at the solicitor's ASK: Do Cindy and Ryan want to sell The Coffee Shop? Why? Do you think they got to the solicitor's? Why? Why not? Do you think they've sold The Coffee Shop? Will they move to Spain? What do you think will happen to Russell and Anna? PLAY LISTENING 81.2 (CD 3 track 54) - Audio Script at the end of the book. POS LISTENING QUESTIONS Did Russell know about Anna and Starlight Properties? Was Ryan talking about Starlight Properties? What was he talking about? Who didn't put any petrol in the car? Where did the car stop? Did Cindy and Ryan get to the solicitor's? Was it still open? Did they sign the contract? How did Ryan's friends save The Coffee Shop? How did Russell help? What doesn't Ryan believe? 			
3	<ul style="list-style-type: none"> Encourage students to guess what happened at the solicitor's ASK: Do Cindy and Ryan want to sell The Coffee Shop? Why? Do you think they got to the solicitor's? Why? Why not? Do you think they've sold The Coffee Shop? Will they move to Spain? What do you think will happen to Russell and Anna? PLAY LISTENING 81.2 (CD 3 track 54) - Audio Script at the end of the book. POS LISTENING QUESTIONS Did Russell know about Anna and Starlight Properties? Was Ryan talking about Starlight Properties? What was he talking about? Who didn't put any petrol in the car? Where did the car stop? Did Cindy and Ryan get to the solicitor's? Was it still open? Did they sign the contract? How did Ryan's friends save The Coffee Shop? How did Russell help? What doesn't Ryan believe? 			
RESOURCE ACTIVITY	<ul style="list-style-type: none"> Prepare quiz questions based on the storyline. Examples: Where is Peter from? What does Lucy do? Who is Lucy's boyfriend? How old is Cindy and Ryan's daughter? Where was Russell before he came back to stay with his parents? Where did Russell meet Anna? Tell them to close their books. Read out the questions. Students compete to call out the correct answer. They can look at their books, but books must be closed before a new question is read out. 			

CONTENT: Correction		MATERIAL: Grammar in use, EFL book, Sentences in Portuguese	Class 55	Grammar Correction
STEPS	ATIVIDADE			
GRAMMAR	<ul style="list-style-type: none"> • Give a clap for each done UNIT. • Grammar Book: 114, 115, 19, 100 • Composition 13 			
EFL REVIEW ANSWERS	<ul style="list-style-type: none"> • Book page 101. Do it one by one. ✓ Vocabulary: Students do it and then you can correct. ✓ Grammar: Students do it and then you can correct. ✓ Skills: Students do it and then you can correct. ✓ English for Everyday Life: Students do it and then you can correct. <p>REVIEW ANSWERS 73/80</p> <p>1 1 back 2 on 3 down 4 for 5 up 6 away</p> <p>2 a 1 boring, miserable, annoyed 2 excited, worried, interesting</p> <p>3 For: ages, a few years, a long time, two months Since: last Monday, July, 1987, three o'clock</p> <p>4 1 was 2 've lived 3 's played 4 've been 5 worked</p> <p>5 1 Would you help him if he asked you? 2 She'd do more exercise if she had more time. 3 I lost my job, I'd find another. 4 Venni found some money, he wouldn't spend it. 5 We'd save our dog if our house was on fire. 6 Would you marry me if I won the Lottery?</p> <p>6 a 1 Kerry, Jim 2 three (Mark, Kerry, Emily) 3 Emily, Jim 4 England, Chile, the USA 5 Jim</p> <p>7 1 Dear 2 just 3 thank you 4 presents 5 delicious 6 really 7 Hope 8 wishes</p>			
Presentation	<ul style="list-style-type: none"> • Hoje é um dia na qual voce poderá usar uns minutos para lembrar seus alunos e ajuda-los a pensar no TEMA da apresentação deles. Agora é a ultima chance de usar você para isso, pois eles so terão mais 4 aulas para a apresentação. 			

Sentences in Portuguese

Unit 114

Até logo! Volte logo. (come)
 O espelho estava solto e caiu. (fall) (solto=loose)
 Vou embora. Voltarei as quatro (be)
 Meus pais se levantaram tarde aos domingos. (get)
 Pedro se afastou sem dizer nada. (walk)
 Beatriz disse adeus e se afastou com o carro. (drive)
 Andamos até o fim da rua, fizemos meia-volta e retornamos. (turn/come)
 Sandra estava andando pela rua. De repente, um homem tomou-lhe a bolsa e saiu correndo. (run) (pegar=snatch)
 Laura entrou e se sentou. (go/sit)
 Quando sai, olhei para cima e estava muito nublado. (go/look) (nublado=cloudy)

Unit 115

Aqui está o seu suéter. Vista-o
 Está escuro. Acenda a luz, por favor
 João limpou as estantes e, então colocou os livros de volta.
 André levou o livro e logo o devolveu a biblioteca.
 Você pode me emprestar algum dinheiro? Eu o devolvo a você amanhã.
 Eu estava cansado, então desliguei a televisão e me deitei.
 Laura apanhou os documentos e os colocou em sua escrivaninha. (escrivaninha=desk)
 Pode tirar a jaqueta.
 Quando você vier amanhã, não se esqueça de trazer meus vídeos de volta.
 Meus óculos estão no chão. Você pode apanhá-los, por favor?

Unit 19

Estudo inglês há três anos.
 Tom sou fez duas horas
 Estou com dor de cabeça desde que me levantei esta manhã.
 O filme começou faz dez minutos.
 Minha irmã esta cansada desde janeiro.
 Quando você comprou este carro? "Faz dois meses."
 Sonia trabalha neste escritório há seis anos.

Unit 100

Se tivesse 60 anos, você não correria tão rápido.
 Se não tivesse frio, vamos dar uma volta.
 Se morássemos em Londres, iríamos ao teatro com mais frequência.
 Se não estivesse tão cansado, eu o ajudaria.

CONTENT: Review Future / Conditional / Modals / Passive Voice / Relative Clauses		MATERIAL: Essential Grammar in Use	Class 56	Review Future, Cond Modals, passive, Relative Clause
STEPS	ATIVIDADE			
Whiteboard	Explain all this grammar and give them examples. You can use Essential Grammar in Use explanation to help you.			
Essential Grammar in Use	<ul style="list-style-type: none"> Essential Grammar in Use pages: <ul style="list-style-type: none"> Future: Unit 27 and 28 Conditional 1: Unit 99 Conditional 2: Unit 100 Modals: Must: Unit 31 / Should: Unit 32 Passive Voice: Unit 21 Relative Clause: Unit 101 			

CONTENT: Review for the test	MATERIAL: Review Copy	Class 57	Review for the Test
STEPS	ATIVIDADE		
1	<ul style="list-style-type: none"> • Explain to the students that this is a review from their class book (English for Life). • The number before the sentences are the numbers from the Units in their book. That's why there are some repeated numbers. • Give the REVIEW to each one and tell them to do the exercises. <p>Ask them to circle the number they may have doubt even if they are going to guess it.</p> <p>They are going to do it part by part.</p> <p>Ex: From 41 to 48 (they do it alone and then you correct)</p> <p>49 to 56 (they do it alone and then you correct)</p> <p>57 to 64 (they do it alone and then you correct)</p> <p>65 to 72 (they do it alone and then you correct)</p> <p>73 to 80 (they do it alone and then you correct)</p> <p>Explain everytime they do it wrongly. Open the book in the UNIT when necessary to show them they have already learnt it.</p>		
2	<ul style="list-style-type: none"> • These are the grammar topics which students have studied from UNIT 41 up to UNIT 81. <p>Much / many, Some / any,</p> <p>But / however,</p> <p>Countable nouns / uncountable nouns,</p> <p>Comparative and Superlative,</p> <p>As... as (equality),</p> <p>Too / enough,</p> <p>Will</p> <p>Activities + ING</p> <p>First conditional</p> <p>Must / have to</p> <p>It takes...</p> <p>Should,</p> <p>Passive voice,</p> <p>Relative Clause (who / that / which),</p> <p>Phrasal verbs</p> <p>Present perfect X simple past</p> <p>For / since,</p> <p>ED / ING + adjective,</p> <p>Second Conditional</p>		

41 (a Make b a Pour c Peel) the apples before you slice them. c

42 You only need (a a little b a few c few) water. a.

42 How (a many b much c any) apples do you need? a

42 How (a many b few c much) coffee do you drink? c

43 I like the diet. (a Because, b However, c But,) I miss puddings. b

44 'My bag's gone.' 'You (a don't be b can't be c can't being) serious!' b

45 You buy pens and paper at a (a hardware b stationery c jewellery) shop. b

46 My (a worse b worst c most bad) subject at school was Maths. b

46 Local shops aren't (a as convenient as b convenienter than c convenient of) supermarkets. a

46 Parking is (a more easy b easy as c easier) at a supermarket. c

47 The cinema isn't as (a further b furthest c far) as the city centre. c

48 These trousers aren't (a enough big b big enough c bigger enough). b

48 These shoes are (a too b two c to) tight. a

49 Here's the (a receipt b receive c recipe) for the shoes. a

49 She (a lent b borrowed c spent) him €100 last week. a

50 More people (a will to b they'll c will) work from home in the future. c

51 There (a are b will c will be) more diseases in the future. c

51 I think we (a 're having b 'll have c have) wars in the future. b

51 The world (a will be b is c won't) more dangerous in fifty years. a

52. How much (a that will b will c will that) cost? c

53 Do you like mountain (a - climbing b climb c climbing)? a

54 Before we (a leave b will leave c leaves) the house, we'll set the alarm. a

54 We'll have a rest when we (a 're arriving b will arrive c arrive). c

54 What will you do if you (a don't b want c won't) get the job? a

54 We'll miss the plane if we (a do b will c -) arrive late. c

55 While you go to the gym, we (a will b – c are) make dinner. a

55 Tomas will go home after he (a will finish b finishes c finishing) his report. b

56 (a Does that includes b-1s that include c Does that include) breakfast? c

57 We have to (~~a make~~ ~~b send~~ ~~c do~~) some filing before we go home. ~~c~~

57 I'm tired. It's time to (a do b have c go) a break. b

58 I work at home, so I (a don't have to b mustn't c must) travel to work. a

58 People (a have to b mustn't c haven't to) use mobile phones in the cinema. b

58 We (a mustn't to b don't must c mustn't) open other people's emails. c

59 The exam lasted (a two and a half hours b two hours half c two hours and a half). a

60 (a Is nice seeing b It's nice to see c It's nice see) you. b

61 The floor's dirty. Where's the (a vacuum cleaner b kettle c dishwasher)? a

62 You (a shouldn't b aren't should c don't should) put lots of salt on food. It's unhealthy. a

62 'I'm broke.' 'You (a shouldn't to b mustn't to c shouldn't) go clubbing every night!' c

63 'Is coffee bad for you?' 'I don't (a think so b so think c think).' a

63 'Only women should cook.' 'I (a 'm not agree b don't agree c 'm not agreed).' b

64 Would you like to (a refund b exchange c receipt) it? b

- 65 My favourite shirts are made of 100% (a cardboard b cotton c glass). b
 66 This birthday card (a is send b were sent c was sent) from Australia. c
 66 The rubbish (a is taken b is take c is took) out every day. a
 66 Special food (a is ate b is eaten c is eat) at some festivals. b
 66 Why was the café (a close b closed c closes)? b
 66 Lots of presents (a are given b are gave c are give) at Christmas. a
 67 Three big festivals (a are celebrate b are celebrated c is celebrated) in my country. b
 68 'Children can be noisy.' '(a This b That's c Is) true.' b
 69 First, you must click on the (a cursor b icon c computer). b
 69 And finally, (a shut b quit c start) down the computer. a
 70 Is this the book (a what b who c which) you wrote? c
 70 She's the woman (a that's b which c who) wants to buy my car. c
 71 I'm looking (a out b for c from) someone with the same interests. b
 72 How (a are you spelling b you spell c do you spell) that? c

- 73 Don't forget to (a switch b take c put) off the computer when you finish work. a
 73 I don't mind looking (a to b on c after) my sister's children. c
 73 The car has (a turned b taken c broken) down again. c
 74 I (a worked b work c 've worked) there for six months. I didn't like the job. a
 74 We've been together (a for b -- c since) we left school. c
 74 I (a 've played b played c play) in a band for three years. I love it a
 74 David has worked here (a since b for c about) 2002. a
 74 They've lived in the same house (a since b from c for) six years. c
 74 Kris hasn't seen Mary (a of b since c for) ages. c
 75 How many years (a have they been b are they c do they) married? a
 76 Hi, it's me again. Oh, don't hang (a off b up c away) the phone! b
 77 I feel very (a relaxed b relax c relaxing) after my holiday. a
 77 Her exams start tomorrow. She's very (a worries b worrying c worried). c
 78 If I (a would find b found c find) a wallet, I'd give it to the police. b
 78 I (a am b 'm not c wouldn't be) happier if I had a bigger house. c
 78 What would they do if they (a won b would win c win) the lottery? a
 78 She (a bought b would bought c would buy) a new car if she could. c
 79 You'd be happy for (a the b -- c a) short while. c
 80 I hope (a your b you c you're) well. c

CONTENT: Test 2		MATERIAL: Test Copy	Class 58	Test 2
STEPS	ATIVIDADE			
Warm up	<p>Today is the final test.</p> <p>Students have to do the <i>multiple choice</i> test, <i>written test</i>, the <i>listening</i> test and the <i>oral</i> test.</p> <p>Play a soft song for them before the test. They relax and you also have a chance to wait for the possible late students</p> <p>In the first part of the class you can give them the <i>multiple choice</i> test and the <i>listening</i> test. Give them a break and then the oral test. As soon as they finish they go home.</p>			
TEST ORDER	<ul style="list-style-type: none"> • Listening Test • Multiple Choice Test • Give them a BREAK • Written Test • Oral Test 			
1	<ul style="list-style-type: none"> • Multiple Choice test : Give the TEST to each one and tell them to do it. Ask them to circle the number they may have doubt even if they are going to guess it. Next class we are going to have the test feedback and they can solve doubts. • Written Test: Give the TEST to each one and tell them to do it. Ask them to circle the number they may have doubt even if they are going to guess it. Next class we are going to have the test feedback and they can solve doubts. • Listening test: They listen to the CD for 3 times and answer the questions. • Oral test : Go to another room with only one student and his/her test for you to take note. <p>Tell him/her.</p> <p>"Explain to me what you thought about this Intensive Course." You teacher can change this "question", but use things like: Tell me, Explain to me. This way he/she can talk and not only answer a question with yes or no. Give him/her no more than 2 or 3 minutes if your group is big.</p>			
2	<ul style="list-style-type: none"> • Certificate: You must collect students name to have the certificate ready next class. There is a sheet of paper in your register folder, for students to write their full name. Ask them to write their names in a legible handwriting way. You must give this sheet of paper to the receptionist. 			
Pesquisa de satisfação	<ul style="list-style-type: none"> • PESQUISA DE SATISFAÇÃO: Today you must give to students the "Customer research service". This is to evaluate the quality of the course in general. Students must complete it in class and give it straight to the receptionist. 			

Listening Test 2 – Audio Script

Interviewer: My guest today comes from Denmark and is a photographer. He's travelled to almost every country in the world with his camera, and he's taken thousands of photographs of animals. His name is Anders Petersen. Welcome to the programme, Anders.

Anders: Thank you. It's nice to be here.

Interviewer: You've travelled to so many places. You haven't been to every country in the world, but have you been to every continent?

Anders: No, I've never been to Antarctica. I like warm places.

Interviewer: Now, you've taken photographs of a lot of animals, but what are your favourite animals?

Anders: Oh, my favourite animals are spiders.

Interviewer: Ugh, spiders?

Anders: Well, yes. A lot of people don't like them, but in fact they're very beautiful. They're also very easy to photograph, because they don't move a lot.

Interviewer: Are there any animals that you haven't photographed?

Anders: Yes, I've never photographed fish.

Interviewer: Is there any reason for that?

Anders: Well, actually, I can't swim, so...

Interviewer: Now, you've been to some very difficult and dangerous places. Have you ever had any accident?

Anders: Yes, I have. I fell out of a tree about six years ago.

Interviewer: Did you break anything?

Anders: Yes, I broke my arm – and one of my cameras, too.

Interviewer: Oh dear.

Anders: But the worst thing was when I woke up with a snake in my bed.

Interviewer: Ugh. Horrible. Now, your photographs have been in a lot of books and magazines. Have you ever won any prizes?

Anders: No, I haven't. I've been second two or three times, but I've never won a prize.

Interviewer: Maybe next year.

Anders: Yes, maybe.

Interviewer: Now, you've been in a film. Can you tell us something about that?

Anders: Yes, I was in a film last year. It was only a small part and, of course I was a photographer in the film.

Listening Test 2 – Exercise with answers

Choose the correct answers.

1 Anders has never been to (b)

- a South America.
- b Antarctica.
- c China.

5 He broke (b)

- a his leg.
- b his arm.
- c his foot.

2 His favourite animals are (a)

- a spiders.
- b birds.
- c gorillas.

6 He found (c)

- a a spider in his shoe.
- b a rat in his bag.
- c a snake in his bed.

3 He's never photographed (c)

- a bears.
- b insects.
- c fish.

7 He's won (a)

- a no prizes.
- b two prizes.
- c three prizes.

4 He fell out of (b)

- a a window.
- b a tree.
- c a car.

8 Last year, he (b)

- a wrote a book.
- b was in a film.
- c built a house.

TEST 2 (with answers)(29pontos)

Circle the correct letter (a,b or c) and also circle the number you may have doubt.

Units 41 to 80

- 42 You don't need (a many b much c some) things for the Summer Pudding. a
- 43 The diet was hard at first, (a but b however c —) it's OK now. a
- 45 'Where do you buy meat?' 'At a (a greengrocer's b chemist's c butcher's).' c
- 46 Which city is (a more big b bigger c the more big), London or Tokyo? b
- 47 This café isn't (a as big as b big as c as big than) The Coffee Shop. a
- 48 Can I try this shirt (a on b out c in), please? a
- 49 Can I pay (a for b by c of) credit card, please? b
- 50 'Will we use credit cards?' 'Yes, we (a 'll b will c are).' b
- 51 (a I think it won't b I think it c I don't think it will) be safer. c
- 53 I've never tried (a water ski b water-skiing c water skiing). b
- 54 If we book on the Internet it (a will be b is c will is) cheaper. a
- 55 I (a phoned b am phoning c 'll phone) you when I get to the airport. c
- 56 I (a 'd like b like c 'm liking) to make a reservation, please. a
- 57 I'm tired. It's time to (a do b have c make) a break. b
- 58 You (a don't have to b must c mustn't) use the phone. It isn't allowed. c
- 59 The train journey takes (a a couple b couple c a couple of) hours. c
- 62 You (a should b shouldn't c must) stand on a chair. It's dangerous. b
- 66 The models (a was made b were made c is made) by Nick. b
- 68 'The meeting starts at 2.30.' '(a Do you b Are c Are you) sure?' c
- 70 It's about people (a who b who they c which) do things slowly. a
- 72 It's a place (a what b how c where) you play football. c
- 73 You should try (a in b on c up) clothes before you buy them. b
- 74 I've been married (a for b in c since) last September? c
- 75 How long (a have you been b are you c did you) married? For a week. a
- 77 This film doesn't interest me. It's really (a boring b bore c bored). a
- 78 What (a do b would c did) you do if you had more time? b
- 80 Thank you (a of b for c to) the present. b

Test 2- WITH ANSWERS

1. Write questions with How much or How many. (4)
 1. I took some photographs. **How many photographs did you take?**
 2. I lost some money. **How much money did you lose?**
 3. I bought some stamps. **How many stamps did you buy?**
 4. I drank some water. **How much water did you drink?**
2. Complete the sentences with Comparative or Superlative.
 1. Carol is as **(good)** as you at sport. (good)
 2. These trousers are **(more comfortable than)** those jeans. (comfortable)
 3. She is **(happier)** now than he was last year. (happy)
 4. You are **(the prettiest)** girl in class. (pretty)
 5. The red dress is **(the most attractive)** in the shop. (attractive)
3. Imagine you are planning a day out. Complete the sentences. (4) **answers may change**
 1. If the weather is good, I **will.../ I won't...**
 2. If the traffic is bad, I **will.../ I won't...**
 3. If we have time, **We will.../ We won't...**
 4. When we arrive, **We will.../ We won't...**
4. Write a sentence using **Must** and another using **Have to**.
 1. _____
 2. _____
5. Give some advice to each problem. Use **should**. (4)
 1. I'm tired.
 2. I've got a terrible headache.
 3. I've lost my credit card.
 4. I've hurt my leg.
6. Ask questions and answers with present passive or past passive. (3)
 1. Where is coffee produced? (in Brazil) **Coffee is produced in Brazil.**
 2. Where are apples grown? (in Spain) **Apples are grown in Spain.**
 3. Where was crown worn? (in England) **Crown was worn in England.**
7. Choose the correct relative pronoun (who, which). (3)
 1. The man **(who)** robbed the bank had two guns.
 2. He came with a friend **(who)** waited outside in the car.
 3. The bag **(which)** contained the money was yellow.

8. Complete with for or since. (5)

1. Mary has kept a diary **(since)** she was ten years old.
2. The beaver has been an emblem of Canada **(for)** many years.
3. They've been married **(for)** twenty-five years.
4. Jo has been a student here **(since)** March.
5. Maya has been a professional singer **(since)** 1989.

9. Ask questions using the phrasal verb given. (3)

1. go out (**sair**)
2. look after (**cuidar**)
3. try on (**experimentar**)

10. Give the correct form of each verb using present perfect or past simple. (4)

1. My father is a writer. He **has written** many poems. (write)
2. What time **did you go** to the cinema yesterday? (you/go)
3. She **has been** to school for 3 years. (be)
4. I **washed** my hair when I came home last night. (wash)

11. Answer the questions with complete answer. (4)

1. Where would you live if you were famous?

If I were famous I would ... **////////** I would ... if I were famous.

2. What would you buy if had a lot of money?

If I had a lot of money I would buy ... **////////** I would buy If I had a lot of money.

3. What language would you learn if you didn't learn English?

If I didn't learn English I would learn **////////** I would learn If I didn't learn English.

4. Where would you go if you had a month off?

If I had a month off I would go to ... **////////** I would go to If I had a month off.

CONTENT: FEEDBACK and FREE		MATERIAL: Book and Test	Class 59	Feedback Free
STEPS	ATIVIDADE			
Feedback	<ul style="list-style-type: none"> • Today you have to give the students their tests. • Ask sentence by sentence if they have any doubts, if yes, go to the Units and if necessary show them that they had already seen it. 			
Free	<ul style="list-style-type: none"> • Today you teacher can give them whatever you want. Use your creativity. <p>If you want, we have material for you. You can also ask the coordinator's help or even the other teacher's.</p> <p><u>Suggestions</u></p> <ul style="list-style-type: none"> ✓ A song. ✓ A DVD. ✓ A Conversation Class. ✓ A Game. ✓ Sentences in Portuguese. ✓ Sentences in Affirmative for them to write or say in the Negative and Interrogative. 			

CONTENT: Presentation / Party		MATERIAL: Classroom	Class 60	Presentation Party
STEPS	ATIVIDADE			
Presentation	<p>Presentation:</p> <ul style="list-style-type: none"> • Students can talk about the book they exchanged with their claps at qualify or another book. • They can also present something else. 			
Certificate	<p>Certificate:</p> <ul style="list-style-type: none"> • Give each student their certificate. The students who don't receive the certificate it's because they didn't attend more than 80% of classes. To receive it they have to replace the missed classes. They must make an appointment in the reception. 			
Specialization Course	<p>Tell your students about the Specialization Course we have at school. It's a one-year course. Students come 2X a week.</p> <p>They study with English for Life Intermediate and English Grammar in Use books.</p> <p>If they want more information, they can ask in the reception.</p>			
Party	<ul style="list-style-type: none"> • Enjoy this moment with your students. 			

